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UNIVERSITY OF ALBERTA

PROFESSIONAL DEVELOPMENT NEEDS OF HUMAN RESOURCE MANAGEMENT PRACTITIONERS

BY

PAULINE COLLETTE ©

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND
RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

DEPARTMENT OF ADULT, CAREER AND TECHNOLOGY EDUCATION

EDMONTON, ALBERTA
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Professional Development Needs of Human Resource Management Practitioners" submitted by Pauline Collette in partial fulfillment of the requirements for the degree of Master of Education in Adult and Higher Education.

AK Deane

Professor Arthur K. Deane

Dr. David J. Collett

K Stratton Devine

Dr. Kay Stratton-Devine

Date: September 26, 1994

Dedication

This thesis is dedicated to my parents,
the first of many good teachers who helped me develop
a love of lifelong learning.

ABSTRACT

The purpose of this study was to identify and examine the perceived professional development needs of human resource practitioners. It also investigated whether gender or years of experience influenced their professional development needs. A survey, based on the 220 competencies identified in GMCC's DACUM occupational analysis of the human resource management field, was administered to members of the Human Resources Management Association of Edmonton.

The results indicate that overall, the majority of respondents perceive no need (30%) or low need (31%) for professional development, while 26% indicate moderate need and 13% indicate high need. The areas of greatest need for professional development focus on competencies which emphasize the strategic aspects of the occupation and the management of change processes.

Significant differences are identified in 140 of the 220 competencies when examining the professional development needs according to gender. In all cases the women of the study show a higher perceived need for professional development than the men. Demographic data indicate that female respondents are generally younger, have less years of human resource management experience, work in lower echelons of organizations, and have completed lower levels of formal education than male respondents.

Three groups of respondents were analyzed to determine the differences in professional development need based on years of experience. Results indicate that few differences exist between the need levels of respondents when based on the number of years of experience.

The study recommends that the emphasis for professional development

focus on the strategic elements of the occupation and on developing the competence to manage change processes within organizations.

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CHAPTER I

THE PROBLEM

Introduction to the Problem

It is widely recognized that human resource management (HRM) is gaining increasing importance for the future success of organizations. In a predominantly service based economy, attention to human resources will afford organizations an added competitive edge (Flamholtz, Randle, & Sackman, 1986).

The challenges facing human resource practitioners in organizations are great. They must not only administer a wide array of activities using sophisticated methods, they must also develop the ability to manage the complexity of changes confronting their organizations. In an effort to meet the changing needs and circumstances of organizations, many human resource practitioners seek out the opportunity for professional development. It is "a process of keeping current in the state of the art, keeping competent in the state of the practice, and keeping open to new theories, techniques, and values" (Chalofsky, 1984, p. 13.3).

In the last several years educational institutions have incorporated human resource management programs in their curricula, however, these programs often emphasize the technical aspects of job-related skills and may not satisfy the professional development needs of an occupation growing in complexity and professionalism (Werther, Davis, Schwind, & Das, 1990).

As a means of improving educational opportunities for human resource practitioners, educators must analyze the requirements of the occupation and become familiar with existing professional development needs. Once these objectives have been met the development of appropriate learning opportunities can be implemented (Todd, 1987).

Background to the Problem

Grant MacEwan Community College (GMCC), a post secondary institute located in Edmonton, Alberta, has been aware of the need for access to human resource management training, since conducting a needs assessment survey in 1989 among Edmonton, Alberta, human resource practitioners. In order to proceed with the planning of programs and courses in human resource management, GMCC established a research team in 1992 to develop a competency-based profile of the multi-dimensional human resource management profession. This researcher assisted the project first, by providing data compilation and analysis of the competency-based profile, and secondly, by exploring additional information which could be used in the design and implementation of courses.

In the spring of 1992, GMCC used the DACUM (Developing a Curriculum) workshop process to assist in the development of the curriculum. DACUM is an approach to occupational analysis which helps determine the competencies that must be performed by persons employed in a particular job or occupation (Norton, 1985). The workshops provide the opportunity for occupational experts to identify the elements a competent worker will perform. These elements are analyzed and refined in order to create a comprehensive profile of the competencies to be performed in the occupation.

This profile is used as a basis for curriculum development since it provides the foundation from which to establish relevant instructional programs. However, it is recognized that the field of human resource management is composed of a great number of human resource functions. Job analysis and design, recruitment, compensation management, and training and development are but a few of the functions carried out by human resource practitioners. How does an educational institution establish course priorities when faced with such a vast range of educational requirements?

An answer can be found in an examination of the professional development needs of human resource practitioners. Continuing professional development (CPD) should "be planned round strategic concerns that link CPD to evaluations of practice and to analyses of forthcoming practice demands" (Todd, 1987, p.7). An exploration of the perceived needs of these practitioners, in relation to the competencies identified in the DACUM process, will assist in setting priorities when developing programs and courses for the human resource practitioner.

Purpose of the Study

The purpose of this study is to identify and examine the perceived professional development needs of human resource practitioners who are members of the Human Resources Management Association of Edmonton (formerly called the Personnel Association of Edmonton).

Research Questions

The study is explored through the following research questions:

1. What levels of professional development need do respondents identify for each competency?

2. Do the professional development needs identified by respondents indicate differences related to gender?

3. Do respondents' years of experience in the field of human resource management influence the identification of professional development needs?

Definition of Terms

Competency: Burke's (1989) criteria for describing and assessing competency based programs has been used to establish the following definition. Competencies are the skills, knowledge, and attitudes thought to be essential to the performance of professionally related functions.

Levels: For the purpose of this study levels are defined as the positions in a graded scale of pre-established values.

Human resource practitioner: It is defined as someone who assists organizations in the management of an effective workforce through the provision of programs and support mechanisms.

Field of human resource management: It is defined as the area of interest which pertains to the management of an effective workforce.

Professional development needs: The gaps "between a professional's body of knowledge, skills, and abilities and the individual's capability to perform the required tasks at hand as well as those planned for the future" (Dubin, 1990, p.10).

Assumptions

For the purpose of this study the following assumptions are made:

1. The respondents have a general understanding of the term professional development needs.

2. It is assumed that human resource practitioners are able to evaluate their level of professional development need.

Delimitations

This study restricts itself to an examination of the perceived professional development needs of human resource practitioners who are members of the Human Resources Management Association of Edmonton (HRMAE). It does not subject individuals to a test or measurement of performance in an effort to determine development needs. Although this study is conducted in conjunction with the GMCC DACUM research project, it does not report on the results or the findings of that portion of the research project.

Limitations

The measurement of perceived needs poses limitations onto the study. The results of the survey are influenced by respondents' ability to evaluate their need for professional development. Areas for development may be overlooked if respondents are unaware that problems exist and that the quality of their work needs improvement.

The decision not to report on the findings of the GMCC DACUM research project also creates limitations for the study. Questions resulting from the present study may remain unanswered due to the delimitation of the study.

Significance of the Study

The examination of professional development needs will provide valuable information which should be of interest to educational institutions, to those employed in the field of adult education, to those concerned with the planning and implementation of professional development, and to the practitioners involved in the field of human resource management. Information from this study will assist educators in the development of instructional programs and courses. It will serve as a basis from which to expand professional development opportunities for practitioners and may increase the professionalism of the occupation by creating awareness of the need for continued learning.

Understanding the perceived needs of human resource practitioners will also provide insights into the theoretical knowledge of the occupation. The needs identified by human resource practitioners will emphasize the principles and aspects of the human resource field which are most relevant to their practice. An exploration of the perceived needs should provide academics with greater awareness of the relevancy of theoretical assumptions and principles.

Organization of the Thesis

Chapter I has presented the purpose of the study and the three research questions which will be investigated. As well, definition of terms, assumptions, delimitations, limitations, and significance of the study are outlined.

Chapter II focuses on relevant literature in the areas of the human resource management field and human resource practitioner competencies. The review also examines professional development needs associated with gender differences and changing career stages.

Chapter III provides a description of the research methodology including a discussion of the population, instrumentation, and procedures for data collection and analysis.

Chapter IV presents the findings of the research study, while Chapter V consists of the summary, discussion, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this study is to identify and examine the professional development needs of human resource (HR) practitioners. In order to provide context for the study, this chapter reviews the relevant literature in four areas. The first section presents a brief overview of the field of human resource management (HRM). It focuses on the definition, historical perspective, and environmental challenges of HRM. The second section reviews literature which identifies the necessary skills, abilities, and knowledge required of competent human resource practitioners. The third section of the chapter considers gender differences and professional development needs. The final section focuses on the changing professional development needs throughout employees' careers.

The Field of Human Resource Management

The following section of the literature review provides a brief overview of the definition, historical perspectives, and environmental factors influencing the field of human resource management.

Definition

Werther and Davis (1993) state that the purpose of human resource management "is to improve the productive contribution of people to the organization in an ethical and socially responsible way" (p.10). Human resource management focuses on the activities that must be carried out in order to create an effective workforce for the organization. These many interdependent activities are often categorized under the following headings: human resource planning; employee recruitment and selection; staff orientation, training, and development; performance management; job design; organizational development; compensation; employee relations; labor relations; and human resource information systems. They are the component parts of the larger system called the field of human resource management.

Historical Perspective

Only since the 1970s has the term human resource management been heard throughout organizations (Roper, 1981). An older appellation is personnel management. The origins of personnel management are unknown, but management of society and organizations can be seen as far back as in ancient Rome 2000 years ago. At that time there was little need for a formal focus on managing human resources since most work was done in small groups. The home and family farm were the centers of activity.

With the advent of the industrial revolution, major changes to the nature of work began to occur. Machinery and factories began to take over the production of goods and services. Large numbers of people were required to work together to contribute to the efficiency of the new enterprises. Work was standardized, rigorous work rules were established, and hierarchies were created to coordinate the work of many people. By the late 1800s, greater mechanization and unpleasant working conditions for many individuals resulted in the creation of the post of welfare secretary in order to meet worker needs (Werther & Davis, 1993). These secretaries helped workers with problems such as housing, medical needs, and working conditions. Thus, welfare secretaries "marked the birth of specialized human resource management, as distinct from the day-to-day supervision of personnel by operating managers" (Werther & Davis, 1993, p. 39).

The industrial revolution also gave rise to the scientific management movement. It was the dominating approach to managing people until the early 1920's (Baird, 1992). Frederic W. Taylor was the main advocate of this method which emphasized finding the most systematic way of performing various operations in order to improve efficiency. It endorsed the need for specialization and improved training, and therefore stimulated the development of small personnel departments. These departments continued to assume growing responsibilities from the end of World War I until the Great Depression. Their roles focused on screening job applicants, maintaining wages at proper levels, testing, dealing with unions, and meeting employee needs.

Governments, in order to deal with increased social discontent during the 1930s, enacted legislation which helped shape the modern role of personnel departments (Werther & Davis, 1993). They gave workers unemployment compensation, minimum wages, and the right to join unions. They gave organizations the responsibility for compliance with the laws thus increasing the role of personnel departments.

Personnel departments continued to increase in importance during the 1940s and 1950s. The demands of World War II lent credibility to personnel departments as they successfully met the recruiting and training needs of the war effort. After the war, increased unionization, expanding need for professional workers such as engineers and accountants, and growth of employee benefits contributed to the personnel department's stature. During this period, greater understanding of the human relations approach to managing human resources developed. As a result of the Hawthorne studies and behavioral research, added emphasis was placed on improved human relations when dealing with personnel management practices.

During the 1960s and 1970s, the central influence on personnel management was again legislation. Governments exerted tremendous pressure on employers to improve working environments. Laws addressing discrimination, health and safety, and pension issues were enacted. These acts gave human resource departments increased responsibilities. In 1965 a new philosophy to managing human resources was introduced. Coined "human resources" by Raymond Miles, this approach is differentiated from traditional management and human relations management in that individuals are seen as a dynamic resource pool of skills and knowledge, and as having the potential to grow and develop.

> The major task of human resource management is helping the company's employees to actualize and develop their potential in accordance with the needs of the organization and the interests of the individuals in question rather than restricting personnel management to purely administrative tasks. (Pieper, 1990, p.2)

Since the eighties, research into human resource management has looked beyond the actualization and development of employees. The focus is now placed on the integration of personnel management into the strategic management of organizations. As indicated by Staehle (1990) current research debate focuses mostly on three issues: (a) the integration of recruitment and employee development measures; (b) the inclusion of workers in the decisions affecting strategies and structures of the organization; and (c) the fact that human resource management is now viewed from a general management perspective rather that a functional area perspective, with line management sharing responsibility for the productive contribution of people in the organization.

Environmental Influences

Organizations are affected by an external environment filled with challenges. These environmental challenges impact the way organizations are operated and managed. The following section identifies trends and challenges which have important impacts for human resource management.

Structural change is viewed by Cook (1987) as an area of major challenge for human resource practitioners. Many organizations are modifying their structures in an attempt to improve productivity and profits, and will depend on their HR practitioners to help facilitate the process.

Schein (1982) considers the changing social values regarding the role of work as a major issue for organizations. Longitudinal research suggests that many employees are shifting away from a traditional emphasis of "climbing the corporate ladder". Rather, they are seeking career paths that create a balance between their work and family life and provide opportunities for personal growth and development.

Demographic changes are identified by Springer and Springer (1990) as a major challenge for organizations. The diversity of the workforce is reflected by: (a) its changing age composition, (b) increasing women, minorities, and immigrants entering the workforce, (c) varied educational backgrounds, and (d) the changing nature of households. Human resource practitioners need to be familiar with this diversity to develop proactive policies and practices.

Yet another challenge for human resource practitioners is the increasing complexity of change confronting organizations. Heisler, Jones, and Benham (1988) highlight global competition, rapidly emerging technologies, and stringent legal environments as change factors that affect present-day organizations.

Changing occupational structure is viewed by Flamholtz et al. (1986) as another factor impacting human resource management. The change from an industrial-based to a service-based economy will require more people in the service professions. The increased use of technology is characterized by the need for knowledge workers. These workers must possess considerable amounts of skills and flexibility which will require continuous training and development.

Against this major background it becomes increasingly evident that HR practitioners must remain current and knowledgeable in their practices. Increased opportunities for professional development in the area of human resource management are essential for improving the skill levels and professional status of HR practitioners (Werther et al., 1990).

Competence in Human Resource Management

This section reviews literature which identifies the necessary skills, abilities, and knowledge required of competent human resource practitioners. Although the field of human resource management is made up of a great number of separate functional work areas, the literature for this section is reviewed under a holistic model. It presents information as it relates to the field as a whole rather than to separate specialist functions.

An examination of the literature reveals that broad classification frameworks are most often used when discussing and identifying the necessary skills and abilities for competent performance. For the purpose of this chapter, the framework developed by Ulrich, Brockbank, and Yeung

(1989) will be used to present the information. This framework conceptualizes human resource (HR) competencies into three parts: (a) delivery of HR practices, (b) knowledge of business, and (c) management of change processes.

Delivery of HR Practices

There is recognition among experts in the field of human resource management for the need to develop and maintain competence in HR practices. These practices, often referred to as core skills or technical skills, focus on the functional areas of expertise.

In the 1970s, the American Society for Personnel Administration (ASPA) attempted to identify the roles and functions that make up the field of human resources (Hansen, 1984). A total of ten functional areas were identified: (a) staffing, (b) personnel maintenance, (c) labor relations, (d) training/development, (e) compensation, (f) employment communications, (g) organization, (h) administration, (i) personnel policy and planning, (j) review, audit, research.

Turnow (1984) reports on a project commissioned by the Personnel Accreditation Institute (PAI) which resulted in the codification of a body-of-knowledge for human resource practitioners. Six functional areas were identified: (a) training and development, (b) personnel research, (c) employment placement and personnel planning, (d) employee and labor relations, (e) health, safety and security, and (f) compensation and benefits. In 1988, PAI undertook an evaluation of the body-of-knowledge to assure its relevance to the field (Tornow, Houston, & Borman, 1989). The results indicated that three functional areas should be added to the original six. They were: (a) organizational development, (b) human resource information systems, and (c) human resource planning.

The "Human Resource Competencies in the 1990s" research project classified delivery of HR practices into six main categories: (a) staffing, (b) development, (c) appraisal, (d) rewards, (e) organization design, and (f) communication (Ulrich et al., 1989).

A national survey initiated by the Human Resource Management Program at the University of Utah found that communication skills and interpersonal competency were considered critical skills for the effective delivery of HR practices (Prock & Henson, 1977).

In a survey of 500 HR practitioners, Wiley (1992) examined the expertise of certified HR practitioners in relation to the six functional areas of the Human Resource Certification Institute exam. Her findings indicate that respondents reported the greatest expertise in the selection and placement area and the lowest amount of expertise in the area of health, safety, and security. In ranking all six functional areas for expertise, the remaining four areas placed as follows: (a) management practices, second place; (b) employee and labor relations, third place; (c) compensation and benefits, fourth place; and (d) training and development, fifth place.

It is critical that human resource practitioners remain competent in the practices of the field. Technical proficiency in the functional areas of HRM will assist the human resource practitioner in delivering high quality, state-of-the-art, innovative HR practices.

Knowledge of Business

HR practitioners must not only be competent in the functional areas of the HR field, they must also understand how business operates. In a survey of 125 senior line executives conducted jointly by the American Society for Personnel Administration and Towers, Perrin, Foster, and Crosby, knowledge of the business was found to be the most important training and development need for HR practitioners (Desatnick, 1984). To be effective in their role and to make substantial contributions to the success of the organization, HR practitioners must fully integrate human resources into strategic business planning.

In their study of HR competencies in the 1990s, Ulrich et al. (1989) found that competence in the following five areas of business knowledge were considered most important by respondents: (a) human resource practices, (b) organization structure, (c) customer relations, (d) competitor analysis, and (e) financial management.

Baird and Meshoulam (1984) consider the need for two sets of business knowledge skills. The first set addresses the ability to manage strategy. HR practitioners need skills in business functions such as finance, accounting, marketing, and production in order to contribute to the objectives of the organization. The second set focuses on integrating diverse operations. HR practitioners must be competent at managing "practices and procedures that fit the products and services to be produced, the financial structure of the organization, and the competitive market conditions that the organization faces" (p.77).

The HR practitioner must understand the organization because the HR functions cut across and service all other functions in the company. Desatnick (1984) stresses that HR practitioners must address strategic business needs. In his review of 26 companies, he found that competent HR practitioners establish their course of action by selecting and addressing the most critical needs of the business. In contrast, HR practitioners demonstrating poor performance tend to neglect important business needs.

Management of Change Processes

In an increasingly complex business environment, the ability to manage change processes will prove to be invaluable to HR practitioners. Ulrich et al. (1989) found that the skills of managing change processes were considered to be two to three times as important as knowledge of business or delivery of HR practices. Managing change processes involves demonstrating the following attributes: (a) able to diagnose problems, (b) articulate a vision, (c) build trusting relationships with others, (d) develop a pro-active leadership role in bringing about change, (e) solve problems, (f) implement goals, (g) use effective verbal communications (White, 1990).

When managing change processes, Baird and Meshoulam (1984) consider that HR practitioners must be skillful at managing information and planning. Since HR practitioners must anticipate and plan for the future needs of the organization, effective planning skills give them a proactive future orientation. Competent information management enables the correct interpretation of statistical, analytical, and research documents.

According to Desatnick (1984) success in the field and in managing change processes also depends on effective internal consulting. HR practitioners must define the needs of the organization, weigh the options available, and effectively market the solutions. They do not attempt to do the line manager's job, but rather provide the tools and processes necessary for improved effectiveness.

A study, that examined the standards of excellence for senior HR practitioners, identified five areas of competence which are crucial to managing changes within organizations (Thornburg, 1990). They are: (a) technical proficiency, (b) business knowledge, (c) goal and action management, (d) functional and organizational leadership, and (e) influence management.

In conclusion, HR practitioners must remain competent in a diversity of disciplines in order to contribute to the successful performance of organizations. They must develop an approach to HR practices that allows them to focus on both short-term operational and long-term strategic goals of the business. They must add value to organizations by providing HR practices and policies which empower companies to meet customer needs in an environment of enormous and rapid change.

Professional Development Needs and Gender Differences

Our society is striving to achieve gender equity and to redefine the relationships between men and women in all aspects of life. In the process much research has focused on gender differences. Although in general females and males fulfill different gender-specific roles in society, not all males and females conform to a particular gender-stereotypical behavior pattern. However, the accumulating feminist literature provides some evidence that women may indeed possess different views, attitudes, and experiences. This researcher's interest in exploring the gender aspect of professional development needs is grounded in the desire to create meaningful learning opportunities for women in our society.

Professional Development Choices

As indicated in much of the adult education literature, adult learning whether for the sake of interest, acquiring knowledge, or professional development is most often completed on a voluntary basis. Brown and Fitzpatrick (as cited in Powles, 1987) found that the pattern of gender participation in most optional subjects begins in the early years of secondary school and persists to later years. They found that boys tend to enroll in the physical sciences while girls tend to enroll in courses which focus on the humanities. Wickham (1986) reports on research that concluded that gender is a stronger factor than socioeconomic class in determining courses taken for further education. She also indicates that despite the growing number of women entering the labor force, many professional development activities do not address their needs. Since advancement within organizations is usually dependent on competence and successful performance, it is important that professional development opportunities provide the needed skills, abilities and knowledge. However, her research indicates that in many cases the content of professional development courses is more relevant to men in organizations than women. Given this information, adult educators and curriculum planners should become aware of women's specific needs in order to gain insights into the characteristics of these learners and provide them with meaningful professional development opportunities.

Gender Differences

Extensive searches of the literature revealed very few studies which explored the topic of professional development needs and gender differences. No studies were located which considered the field of human resource management.

In a study of continuing education for men and women in leisure services, Bialeschi and Henderson (1981) found that men had high professional development needs in public relations, budgeting techniques, program evaluation, supervising staff, and long range planning. Women indicated need for professional development in the areas of innovative programming, programming for special groups, activity analysis, and current issues. No significant differences between the two groups were found in the areas of staff training, time management, public speaking, and interpersonal communications. The authors concluded that women's needs were more program oriented, possibly reflecting their job roles as supervisors and leaders, while men expressed more administrative needs.

Jones (1980) examined the employee development needs of support staff in a higher education institution. She found that men showed a higher preference for administrative and management training, while women were more likely to want accounting and budgeting, communication skills, and medical in-service training.

In closing, further research in women's professional development needs will assist in creating professional development opportunities which address the specific needs of women in organizations.

Changing Professional Development Needs

As individuals progress throughout their careers "their knowledge, skills, and abilities become increasingly differentiated and specialized" (Dubin & Willis, 1990, p.309). Consequently, it can be expected that professional development needs will differ in relation to individuals' years of work experience.

Dalton, Thompson, and Price (1982) identify four stages in professional careers which can be used to draw inferences in regards to professional development needs. The first stage in a new career is characterized by a multitude of novel situations which often require the search for solutions and the application of appropriate skills. The entrant into a new field of work would most probably be interested in participating in professional development activities which focus on the development of problem-solving skills and the acquisition of specific work skills.

Stage two of careers is marked by independence. The practitioner at this stage is expected to hone his skills to a high level of competence. Opportunities which emphasize the development of competence in areas of specialization may be of particular interest.

The next stage is identified as the mentor stage since individuals tend to demonstrate increased interest in influencing, guiding, and developing other people. Individuals at this stage may choose to develop their leadership skills.

The researchers identify a fourth stage to the career cycle, however, only a handful of individuals progress to this stage. "The key characteristic that identified people in this stage was the influence they had in defining the direction of the organization or some major segment of it" (p.143). Opportunities for development of competence in strategic thinking and organizational development would be of interest to practitioners at this stage of their careers.

Changing Professional Development Needs for HR Practitioners

Hoyt and Lewis (1980) indicate that entry level HR practitioners should acquire competence in three areas. The first area focuses on basic behavioral sciences, mathematics, and written and verbal communication skills. The second area of competence is the knowledge of business. Skills in business finance, marketing, and business law are a few examples. Finally, the third area of competence focuses on HRM skills. This area comprises the functional areas of the field such as staffing, compensation and labor relations.

These findings are supported in a study conducted by Bergman and Close (1987). In a survey of 106 employing firms in the United States based on Forbes' 1985 annual list of 400 US firms, they found that HR managers are interested in prospective employees with business administration backgrounds. There are also two clusters of skills that HR managers consider critical for entry level success. The first group centers around skills in general communications such as listening, interpersonal communication and composition. The second group focuses on skills in the functional areas of the HRM field such as compensation and industrial relations.

Bailey (1991) reports on a 10 month analysis of the HRM division of the Digital Equipment Corporation which sought "to develop worker's skills and keep them challenged and satisfied" (p. 35). After surveying 2,000 HR practitioners worldwide, the result is the creation of a curriculum for personnel development. The curriculum is divided into three areas based on years of experience: (a) entry level , work focused on service delivery, 0 to 4 years of experience; (b) mid level, work focused on personnel management/consulting, 5 to 10 years of experience; and (c) senior level, work focused on strategic management, 12 years or more of experience.

The entry level area focuses on the development of competence in delivery of service in the organization. As in the two studies previously mentioned, it centers on functional HR skills, communication skills, and business knowledge. The mid level area addresses personnel management/consulting. It focuses on developing competence in organizational development, career development, leadership development, succession planning and human resource development, managing change, creating and maintaining positive business partnerships, and integrating and implementing strategic plans and human resource plans. Finally, the senior level area centers on strategic management. Executive education, international business acumen, strategic organizational consulting, and business partner and customer relations innovation and leadership are the opportunities for development. Evaluations of the professional development opportunities at Digital Equipment Corporation indicate that the programs are relevant and have resulted in increased competence.

In conclusion, gaining insights into the professional development needs of individuals at various career stages will assist in the development of relevant educational programs and courses.

Summary

This chapter has presented a short review of the literature relating to the professional development needs of HR practitioners. The rationale for professional development is influenced by the changing needs and circumstances of organizations and the demand for maintaining occupational competence in the delivery of HR practices, knowledge of business, and the management of change processes.

Although very little literature explores the topic of professional development needs and gender differences, the case is made for further research in order to create meaningful learning opportunities for women in the labor force.

An examination of professional development needs in the face of changing career stages highlights the need for access to a broad range of relevant educational programs and courses.

CHAPTER III

METHODOLOGY

The purpose of this study is to identify and examine the perceived professional development needs of human resource practitioners who are members of the Human Resources Management Association of Edmonton (HRMAE). It also investigates whether gender or years of experience influence the professional development needs of human resource practitioners. The study examines the needs in connection with the competencies identified by a DACUM (Developing a Curriculum) occupational analysis.

The DACUM Process

The study of the professional development needs of human resource practitioners is linked to a DACUM process conducted by GMCC. Although the DACUM process provided the means to collect the information for this thesis, this study does not focus on a detailed discussion of the intricacies of the DACUM process. All of the planning and administration of the workshops was conducted by Dr. Hugh Cowley, GMCC Project Coordinator, while this researcher's activities were limited to data compilation and analysis.

Norton (1985) explains that DACUM is an occupational analysis which helps identify a profile of the competencies that must be performed by persons employed in a particular occupation. The process consists of selecting and bringing together a small number of expert workers recruited directly from business, industry, or the profession for brainstorming workshop sessions. This committee works under the guidance of a facilitator to develop a chart outlining the identified competencies to be performed in the occupation. This profile chart is then submitted to a larger group of workers for verification purposes. The competencies that are verified as important for the occupation become the research base for the development of educational programs. "Occupational analysis has long been used by vocational educators to identify the skills that should be taught in a vocational education program" (The Center for Vocational Education, 1978, p.3).

The objective of GMCC's DACUM process was to develop a competency-based profile of the multi-dimensional human resource management occupation. The information collected through the process provided GMCC with a research base from which to develop applicable programs and courses in the field of human resource management. For the purpose of this study, the collected information provides the foundation from which to address practitioners' professional development needs. As stated by Queeney (1987), "to be relevant to daily practice, continuing professional education must be tied to what practitioners actually do" (p.28).

Population

The 355 members of the Human Resources Management Association of Edmonton (formerly called the Personnel Association of Edmonton) served as the population for this study. The purpose of the Association is to provide human resource practitioners in the metropolitan area of Edmonton a forum for professional interaction and growth. The membership consists of a broad cross-section of human resource practitioners, both male (N=160) and female (N=195), representing a wide range of experience and a variety of organizations and occupational functions. Thus, the membership of the

Association appears to be a representative sample of the larger human resource practitioner population in the City of Edmonton.

Instrumentation

A review of the literature prompted the decision to construct an instrument which required responses based on a four point rating scale (see Appendix A). The rating scale is one of the most widely used measuring instruments. Ary, Jacobs, and Razavieh (1990) indicate that since it is subject to considerable error, the rating scale should avoid giving the respondents a middle of the scale rating. In addition, each point on the rating scale should have clearly defined parameters.

The same two questions were asked for each identified competency in the DACUM occupational profile. The first question asked respondents to rate the importance of the competency in relation to the successful performance of their occupational responsibilities. The data collected from this question provided information necessary for GMCC's portion of the research project and will not be discussed in the present study.

The second question asked respondents to identify their level of professional development need for each identified competency in the DACUM occupational profile. The data collected from this question provided the basis for the present research study.

Responses to the second question were assigned a value ranging from one to four:

- The rating of one (1) was attributed to the response: No Need.
- The second rating (2) was associated with the response: Low Need.
- The next rating (3) was given to the answer: Moderate Need.

- The fourth rating (4) was assigned to: High Need.

A wide range of competencies from many different human resource functions were identified during the DACUM occupational analysis. Accordingly, provisions were made to give respondents the opportunity to indicate that they were unable to judge their level of need. Individuals working exclusively in one human resource specialty function might have great difficulty in judging their level of professional development for some of the other functional areas of the occupation.

Demographic data were collected to help provide general factual information about the respondents. Questions were asked requesting information regarding age, gender, occupation, years of experience in the field of human resource management, educational background, and organizational data of the employing company.

Content Validity of the Instrument

The content validity of the instrument was established in two ways. First, expert practitioners from the human resource management field provided the content through their involvement in the GMCC DACUM workshops. Secondly, the instrument was reviewed by two academics. It was also field tested by five human resource practitioners to determine or improve: (a) the length of time required for completion, (b) the clarity of instructions, (c) the clarity of format, and (d) the clarity of the questions.

Data Collection

The Human Resources Management Association of Edmonton membership address list was used to mail the surveys to respondents. A covering letter, as well as a follow-up letter sent approximately 10 days later, provided information about the nature and purpose of the project, the voluntary and anonymous role of respondents, and the guarantee that information would remain confidential (see Appendix B). This ensured that participants were adequately informed about the research study. Anonymity of respondents was preserved since neither the surveys nor the stamped self-addressed envelopes supplied for the return of surveys were coded.

Experience has shown that the number of surveys returned to the researcher can sometimes be insufficient for data analysis therefore creating a need to further extend follow-up procedures. To reduce the number of follow-up letters and telephone calls, a participation form (see Appendix C) was included in the research package. Respondents were asked to return this form in a separate stamped self-addressed envelope once they had completed and mailed the survey. Thus, anonymity of respondents was maintained and the tracking of respondents facilitated follow-up procedures.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) was used as the instrument for statistical analysis. Demographic data were summarized through the use of descriptive statistics such as frequency distributions and measures of central tendency. Data pertaining to the respondents' levels of professional development need in relation to each competency were examined through the calculation of means and frequency distributions.

A two-tailed t-Test, at the .05 level of significance, was used to determine the significance of the difference between the means of male and female respondents. This statistical analysis was used to verify if there were differences in professional development needs attributable to gender.

To detect whether years of experience influenced professional development needs, a one-way Analysis of Variance (ANOVA), at the .05 level of significance, tested the difference between the means of three groups of respondents categorized according to years of experience.

CHAPTER IV

THE FINDINGS

This chapter presents the findings of the survey administered to members of the Human Resources Management Association of Edmonton (formerly called the Personnel Association of Edmonton) which explored the professional development needs of human resource (HR) practitioners. It is organized into four sections. The first section reviews demographic data collected from the survey. The second section examines the respondents identified levels of professional development need. The third section of the chapter presents information on the differences in professional development needs as related to gender. Finally, the fourth section identifies professional development needs which are influenced by respondents years of experience in the human resource management (HRM) field.

Demographics

The survey population consisted of human resource practitioners who were listed on a 1991/92 Human Resources Management Association of Edmonton membership list. The initial population of 355 was adjusted downward to 315 due to information received during follow-up calls for the survey. The deletion of 40 names came as a result of the change in respondents' employment status. Since respondents were no longer employed in the organizations and surveys were discarded, the population size was reduced.

A total of 134 surveys were received for a return rate of 43 percent.

The Program and Instructional Development Department at GMCC makes extensive use of DACUM research formats and according to informal discussions with Ann Wilson, Program Developer with this department, the return rate for surveys distributed across a field of occupations is generally between 30 to 40 percent (personal communication, November 13, 1992). Thus, the study's return rate of 43 percent reflects an acceptable return rate level. Of the 134 surveys received, 132 were deemed acceptable for data analysis.

Survey demographics reveal that 67 men and 62 women responded to the survey. Three individuals did not indicate their gender. Respondents were asked to provide information regarding their age, gender, position title, number of years of experience in the HRM field, educational background, and organizational data such as type of organization they worked in, major business of the organization, and the number of employees in the organization. Since one of the research questions of this study focuses on gender differences, the data in the following five areas will be discussed according to gender: (a) age, (b) position title, (c) number of years of experience, (d) educational background , and (e) organizational data.

Age

The average age of respondents is between 35 to 44 years of age. However, the data show that the male group is an older group in comparison to the female group. Table 1 indicates that 33 percent of the men are between the ages of 45 and 65 years of age while only 16 percent of the women are represented in that age group. On the other hand, 39 percent of the women are under the age of 35 years while 21 percent of the men are found in that age group.

Table 1

Age of Respondents

Age Category	Men		Women	
	N	%	N	%
under 35 years	14	21	24	39
35 to 44 years	31	46	28	45
45 to 65 years	22	33	10	16
Total	67	100	62	100

Position Title

Table 2 shows that most male respondents are in the upper echelons of organizations with 60 percent indicating a position dealing with supervisory and upper-management duties. A total of 35 percent report a position surrounding administrative, assistant, and consulting activities. In contrast, 38 percent of the female respondents report positions in the supervisory and upper-management levels, with the remaining 62 percent reporting positions in the lower echelons of organizations.

Table 2

Position Titles

Position Title	Men		Women	
	N	%	N	%
President	3	5	0	0
Vice-President	2	3	1	2
Director	5	7	5	7
Manager	25	38	16	26
Supervisor	5	7	2	3
Coordinator/Administrator	6	9	14	23
Officer	4	6	6	10
Advisor/Analyst	2	3	4	7
Consultant	11	16	7	11
Assistant	1	1	7	11
no answer	3	5	0	0
Total	67	100	62	100

Number of Years of Experience in the HRM Field

The average years of experience for male respondents is 14 years with respondents indicating a range between one year of experience to 37 years. The average years of experience for female respondents is 9 years with respondents indicating a range between one year of experience to 24 years. Table 3 indicates that 60 percent of the men have 12 years of experience or more, while only 27 percent of the women are found in this grouping. Conversely, a total of 73 percent of the women have less than 12 years of experience, while 39 percent of the men are found in this grouping.

Table 3

Years of Experience

Years of Experience	Men		Women	
	N	%	N	%
0 to 4 years	9	14	20	33
5 to 11 years	17	25	25	40
12 years+	40	60	17	27
no answer	1	1	0	0
Total	67	100	62	100

Educational Background

Table 4 indicates that male respondents have completed higher levels of formal education than female respondents. Eighty-four percent of male respondents have obtained an undergraduate or graduate degree. In contrast, only 40 percent of the female respondents have achieved an undergraduate or graduate degree. The remaining 60 percent of the women indicate obtaining college certificates and some university courses.

Table 4

Educational Background

Educational Level	Men		Women	
	N	%	N	%
Some college or university	4	6	12	20
College certificate	7	10	14	23
Combination of college and some university	0	0	11	17
Undergraduate degree	36	54	14	23
Graduate degree	20	30	11	17
Total	67	100	67	100

Organizational Data

This information focuses on respondents' business sectors, the type of organization they work for (profit, non-profit, government), and the number of employees working in their organization. Table 5 shows that both men and women are most highly represented in the government sector with twenty-three percent of the men and 20 percent of the women working in this sector. The next four sectors with the greatest participation by male respondents are consulting, education, manufacturing, and energy. The four sectors selected by women are medical, service, financial, and education.

Table 6 indicates that more men work in profit organizations: 58 percent versus 41 percent for the women. More women than men work in non-profit organizations. Both groups are equally represented when it comes to working in government.

Table 7 indicates that the highest percentage of male respondents work in large organizations of 1000+ employees, while the majority of female respondents are split between agencies employing 1000+ employees and those employing 50 to 499 employees.

In summary, the women who responded to this survey are younger, have an average of 9 years of experience in the HRM field, and have completed lower levels of formal education than the male respondents of this study. They work in the lower echelons of organizations and are concentrated in government, medical, service, financial, and educational sectors of Edmonton businesses.

The men who responded to this survey are older, have an average of 14 years of experience in the HRM field, and have completed higher levels of

Table 5

Business Sectors Represented in the Study

Male Respondents		Female Respondents	
Business Sector	% Responses	Business Sector	% Responses
Government	23	Government	20
Consulting	15	Medical	18
Education	9	Service	11
Manufacturing	7	Financial	6
Energy	7	Education	6
Medical	6	Communication	5.5
Communication	5	Consulting	5.5
Technical	3	Energy	5
Transportation	3	Technical	4
Service	3	Manufacturing	4
Financial	1.5	Legal	2
Legal	1.5	Transportation	0
Multiple choices	5	Multiple choices	4
No definition	11	No definition	9

Table 6

Type of Organization

Type of Organization	Men		Women	
	N	%	N	%
Profit	39	58	25	41
Non-Profit	9	14	18	29
Government	16	24	16	25
Other	3	4	3	5
Total	67	100	62	100

formal education than the female respondents in this study. They work in the top echelons of organizations and are concentrated in government, consulting, education, manufacturing, and energy sectors of Edmonton businesses.

Table 7

Number of Employees in Organizations

# of Employees	Men		Women	
	N	%	N	%
Less than 50	9	13	3	5
50 to 499	16	24	26	42
500 - 999	6	9	6	10
1000+	36	54	27	43
Total	67	100	62	100

Levels of Professional Development Need

In order to determine the professional development needs of human resource practitioners, the 220 competencies identified in the GMCC DACUM occupational profile were used as the basis for measurement. Table 8 lists the 11 categories that organize the 220 competencies into distinct groups, as well as the number of competencies found in each category. Appendix D contains a

Table 8

Category Headings and Number of Competencies

Category heading	# of competencies
A. Facilitate the development of an effective organization.	31
B. Educate, train, and develop staff.	24
C. Staff the organization.	21
D. Design and evaluate jobs.	13
E. Facilitate career development.	12
F. Design, plan and co-implement a performance management system.	34
G. Design processes to facilitate positive employee relations (union and non-union).	20
H. Design processes to facilitate positive union relations.	12
I. Promote and maintain the well-being of employees.	8
J. Develop and utilize total compensation.	13
K. Develop and utilize human resource information systems.	32
Total	220

full listing of the 11 categories and their respective competencies. Using the following rating scale, practitioners were asked to assess their level of perceived need for each of the competencies: (a) 1 = no need, (b) 2 = low need, (c) 3 = moderate need, (d) 4 = high need, and (e) U = unable to judge. Means and frequency distributions were calculated for each competency to determine the perceived level of professional development need. In order to facilitate the discussion of the information, an overview of the data is first presented. The specifics of each category are then provided in order to complete the description of the professional development needs of HR practitioners.

Overview

Overall, the majority of respondents indicate no need (30%) or low need (31%) for professional development, while 26% indicate moderate need and 13% indicate high need. The mean scores range from 1.6 to 2.74 for each competency with the average mean score at 2.22 and the mode at 2.13. The data show that respondents did not have difficulty in judging their need for professional development. Between 11 to 15 respondents were unable to judge their level of professional development need in 20 percent (43/220) of the competencies. Between 7 to 10 respondents were unable to judge their level of professional development need in 28 percent (62/220) of the competencies. The remaining 52 percent (115/220) of the competencies received unable to judge ratings from 6 or less respondents.

In comparing the 11 categories of competence, Table 9 shows that category A - Facilitate the development of an effective organization has the highest mean score among the categories with a mean of 2.48. On the other hand, category H - Design processes to facilitate positive union relations has a mean of 2.05 and ranks last in terms of professional development need.

Table 9

Ranking of Competency Categories

Category Heading	Mean Score
A. Facilitate the development of an effective organization.	2.48
F. Design, plan, and co-implement a performance management system.	2.34
D. Design and evaluate jobs.	2.28
E. Facilitate career development.	2.25
G. Design processes to facilitate positive employee relations (union and non-union).	2.22
I. Promote and maintain the well-being of employees.	2.22
K. Develop and utilize human resource information systems.	2.20
J. Develop and utilize total compensation.	2.18
B. Educate, train, and develop staff.	2.15
C. Staff the organization.	2.10
H. Design processes to facilitate positive union relations.	2.05

According to Table 9, respondents indicate higher levels of need in areas which focus on organizational development, organizational performance, job evaluation, career development, employee relations, and the promotion and maintenance of employee well-being. They indicate lower levels of need in areas which deal with human resource information systems, compensation, staff development, staffing requirements, and designing processes to facilitate positive union relations.

Given that most of the competencies are concentrated in a relatively narrow range of mean scores, the midpoint of the four-point scale is used as a criteria for discussion of competencies indicating the highest level of professional development need. This entails competencies with mean scores ranging from 2.5 to 2.74.

A total of 16 competencies have a mean score equal to or greater than 2.5. This represents seven percent of the entire listing of 220 competencies. Table 10 provides a ranking of the 16 competencies. It is interesting to note that of these 16 competencies, 14 are from category A - Facilitate the development of an effective organization and two are from category F -Design, plan, and co-implement a performance management system.

The data indicate that in order to influence organizational performance HR practitioners see the need to develop competence in creating and developing a learning organization, analyzing and assessing the need for change, managing the process of adaptation to change, and implementing cultural norms and values desired by the organization. They also indicate the need to develop the ability to coach and counsel with line management, help them prepare for and react to change, and assist in the identification of the tools and processes which will assist line managers in their daily activities. They must be competent in linking performance management to all planning stages of the organization, in designing and using measurement and assessment tools, and tying in a philosophy of continuous improvement in order to influence their organization's position in the marketplace.

Table 10

Ranking of the Competencies with the Greatest Professional Development Need

Competency	Mean Score
A25. Influence and effect organizational change.	2.74
A23. Support the creation and development of a learning organization.	2.73
A24. Analyze and assess the need for organizational change.	2.68
A4. Facilitate the implementation of cultural norms, values, and beliefs desired by the organization.	2.64
A27. Manage process of adapting to change.	2.64
A21. Provide senior executives with organizational solutions, not problems.	2.64
F15. Tie in philosophy of continuous improvement.	2.63
A10. Coach and counsel with line management.	2.62
A8. Measure the gap between client determined service and service actually given.	2.60
A26. Establish and develop support systems to help 'line' prepare for and react to change.	2.58
A31. Design, develop, select, and use measurement tools.	2.55
F21. Link performance management to all planning (strategic, individual, career, training).	2.53
A7. Influence organizational performance to improve position in marketplace.	2.52

(table continues)

Competency	Mean Score
A11. Assist in the identification of the tools and processes that are appropriate for line managers.	2.51
A30. Design, develop, select, and use assessment tools.	2.51
A19. Be aware and help the organization adapt to external (societal) influences and changing value systems.	2.50

In summary, respondents indicate the greatest professional development need in competencies which are considered crucial to effective organizational performance in an increasingly competitive and fast changing business environment.

Details of Professional Development Needs

In order to give a more complete picture of the professional development needs of HR practitioners, the following section discusses those needs according to category headings.

A. Facilitate the development of an effective organization.

This category is composed of 31 competencies. Respondents indicate the following levels of professional development need: (a) 18% indicate no need, (b) 33% indicate low need, (c) 33% indicate moderate need, and (d) 16% indicate high need. Table 11 lists each competency and its mean score.

Table 11

Professional Development Need Means of Competencies in Category A - Facilitate the Development of an Effective Organization

Competency	Mean
A1. Assist in effective organizational policy development.	2.46
A2. Help organization to define its cultural norms, values, beliefs, and mission.	2.48
A3. Recognize formal and informal cultural norms, values, and beliefs that exist in the organization.	2.46
A4. Facilitate the implementation of cultural norms, values, and beliefs desired by the organization.	2.64
A5. Consult with 'line' to establish baseline of organizational effectiveness.	2.40
A6. Contribute to the establishment of organizational objectives.	2.40
A7. Influence organizational performance to improve position in tomorrow's marketplace.	2.52
A8. Measure the gap between client determined service and service actually given.	2.60
A9. Provide linkages between and among organizational units.	2.35
A10. Coach and counsel with line management.	2.62
A11. Assist in the identification of the tools and processes that are appropriate for line managers.	2.51

(table continues)

Competency	Mean
A12. Assist line managers in developing the skills to use HR tools and processes.	2.38
A13. Determine HR needs for all levels of employees and provide appropriate service.	2.39
A14. Define role and philosophy of intervention.	2.36
A15. Gather data important to an organizational intervention.	2.28
A16. Assess when and if intervention is required and at what level of the organization.	2.42
A17. Determine intervention action that needs to be put forward (how, when).	2.46
A18. Make recommendations for approval and endorsement of interventions.	2.40
A19. Be aware and help the organization adapt to external (societal) influences and changing value systems.	2.50
A20. Adapt to and manage the out-sourcing of a variety of functions.	2.23
A21. Provide senior executives with organizational solutions, not problems.	2.64
A22. Administer employee recognition programs.	2.09
A23. Support the creation and development of a learning organization.	2.73
A24. Analyze and assess the need for organizational change.	2.68
A25. Influence and effect organizational change.	2.74
A26. Establish and develop support systems to help 'line' prepare for and react to change.	2.58
A27. Manage process of adapting to change.	2.64

(table continues)

Competency	Mean Score
A28. Help organization adjust resources to ensure it is meeting organizational change.	2.42
A29. Ensure organizational changes are "in sync." with organizational objectives.	2.41
A30. Design, develop, select, and use assessment tools.	2.51
A31. Design, develop, select, and use measurement tools.	2.55

Figure 1 provides a ranking of the competencies. As previously mentioned in the overview section of this report, respondents indicate the greatest professional development need in 14 of the 31 competencies in this category. These competencies have as major themes the creation and development of a learning organization, managing the process of adaptation to change, coaching and counseling with line management, and linking a philosophy of continuous improvement to add value to the organization. Of the remaining 17 competencies in this category, 14 of them can be found in a narrow band of mean scores ranging between 2.35 to 2.49. These competencies continue to focus on the issue of change in the organization, with the need to consult with line managers, and to define and determine intervention actions which are needed for organizational performance. The three competencies ranked lowest in need in the category focus mostly on

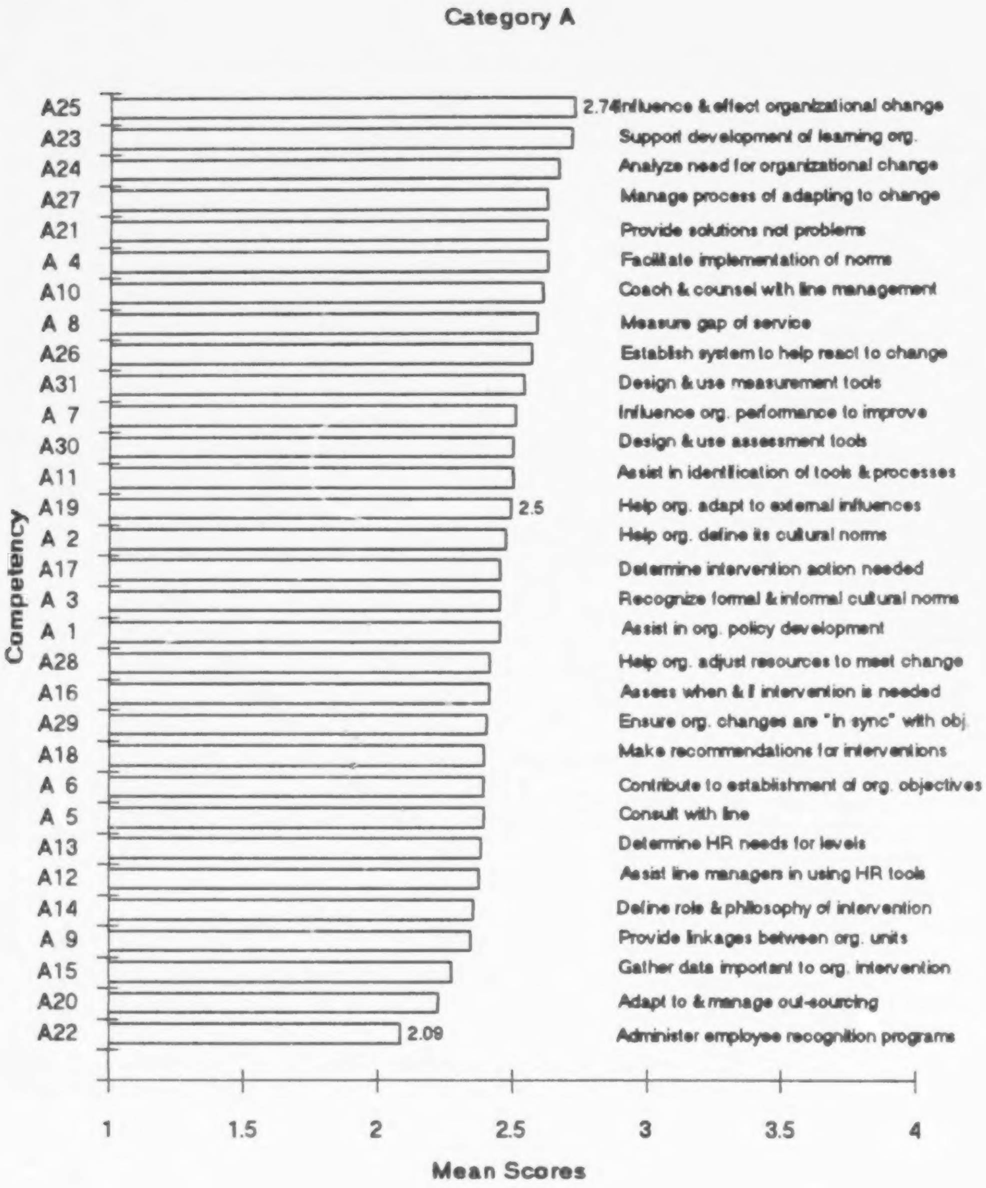

__Figure 1__. Ranking of competencies in category A - Facilitate the development of an effective organization.

administrative activities for HR practitioners. They are: (a) A15 - gather data important to organizational interventions, (b) A20 - adapt to and manage the out-sourcing of a variety of functions, and (c) A22 - administer employee recognition programs.

B. Educate, train, and develop staff.

Category B is made up of 24 competencies. Respondents indicate the following levels of professional development need: (a) 32% indicate no need (b) 33% indicate low need, (c) 23% indicate moderate need, and (d) 12% indicate high need. Table 12 lists each competency and its respective mean score.

Table 12

Professional Development Need Means of Competencies in Category B - Educate, Train, and Develop Staff

Competency	**Mean Score**
B1. Determine current and future job needs.	2.39
B2. Define needs.	2.31
B3. Analyze the gap and determine recommendations.	2.35
B4. Recommend training interventions.	2.33
B5. Develop training plans.	2.20
B6. Prepare long term plans (3 - 5 year development plan).	2.27

(table continues)

Competency	Mean Score
B7. Research and match training and development needs of organization with available resources.	2.26
B8. Determine method and mode of delivery.	2.18
B9. Consult, collaborate and negotiate with suppliers of training products and services.	1.81
B10. Develop training contracts with suppliers.	1.71
B11. Design, develop, modify training courses.	2.25
B12. Coordinate implementation of training.	2.02
B13. Develop/train the trainer.	2.06
B14. Conduct workshops, seminars, small learning groups.	2.24
B15. Encourage employees to take ownership of learning environment.	2.27
B16. Create/develop a learning organization for individual employee.	2.37
B17. Shape employees' attitudes toward lifelong learning.	2.28
B18. Create a culture and attitude toward lifelong learning.	2.33
B19. Demonstrate the value of participating in training (for individuals and organization).	2.19
B20. Provide processes and systems to line managers to assess value gain of training (indicators of value).	2.34
B21. Facilitate a positive training environment (training facility, ergonomic issues).	2.10
B22. Facilitate the evolution of a learning center.	1.84
B23. Measure retention over time.	1.84
B24. Administer educational assistance programs.	1.60

Figure 2 indicates that the ten competencies rated highest in need in the category identify abilities in two areas. The first area identifies competencies in the preparation of long term plans such as assisting in the determination of current and future job needs, defining needs and making recommendations for training interventions, and providing processes to assess the value of training. The second area identifies competencies which focus on the establishment of a philosophy regarding learning in the organization. The creation of a learning organization for individual employees, creating a culture and attitude for lifelong learning, shaping employees' attitudes toward lifelong learning, and encouraging employees to take ownership of learning are competencies which are encompassed in this area.

The next group of ten competencies focuses on the coordination and delivery of training courses. Competencies such as matching training needs with available resources, facilitating a positive training environment, and measuring retention over time are identified at this level.

The competencies ranked lowest in need repeat the pattern found in category A. They deal with administrative activities which focus on the need to collaborate with suppliers of training products, facilitate the evolution of a learning center, develop training contracts with suppliers, and administer educational assistance programs.

C. Staff the organization.

This category is composed of 21 competencies. The distribution of professional development need levels is as follows: (a) 33% of respondents indicate no need, (b) 34% indicate low need, (c) 22% indicate moderate need, and (d) 11% indicate high need. Table 13 lists each competency and its respective mean score.

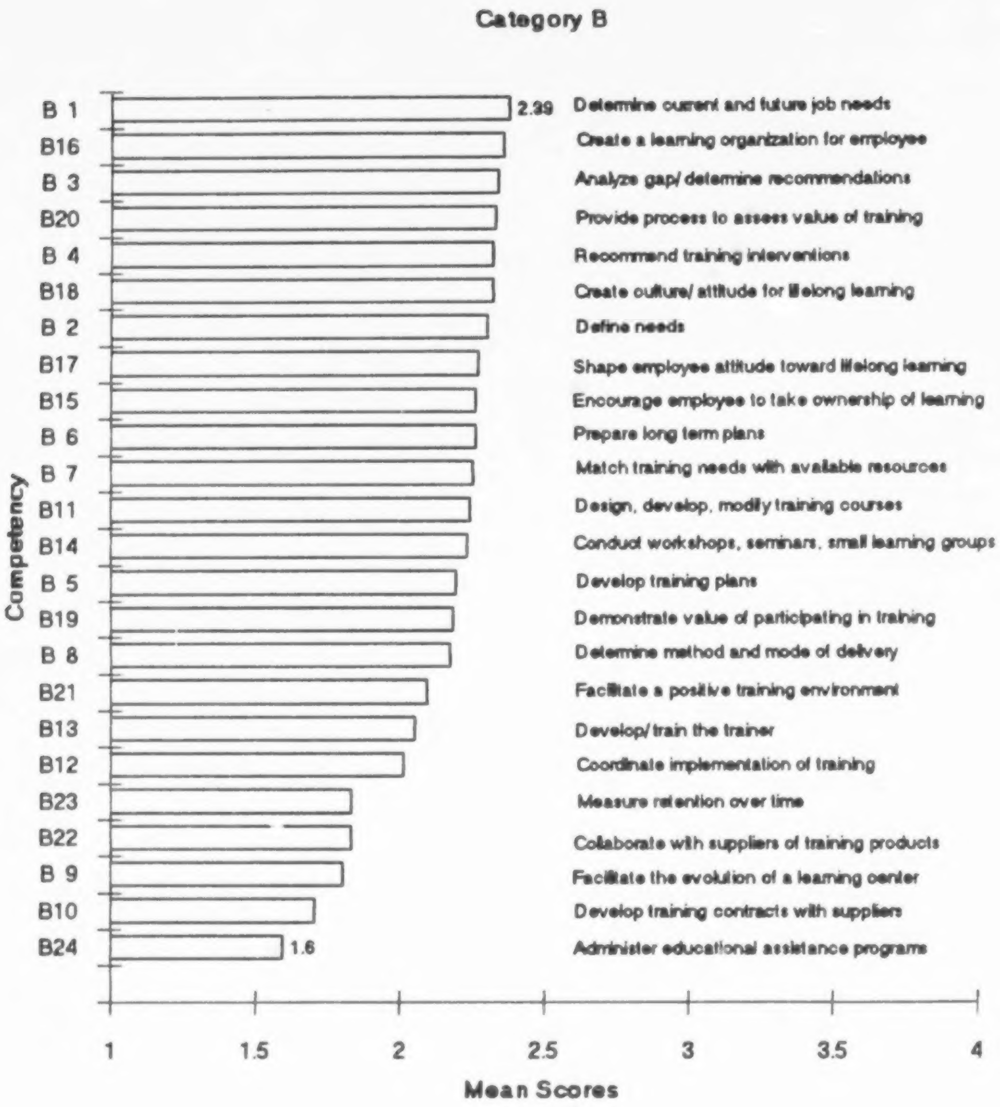

Figure 2. Ranking of competencies in category B - Educate, train and develop staff.

Table 13

Professional Development Need Means Competencies in Category C - Staff the Organization

Competency	Mean Score
C1. Develop policy for recruitment and selection that reflects corporate philosophy.	2.13
C2. Develop a corporate recruitment strategy (how, levels, etc.)	2.09
C3. Monitor environment to anticipate the effect of external changes on the organization (demographics, legislative changes).	2.22
C4. Consult with the 'line' to assess the need for positions.	2.06
C5. Establish a current position/person profile.	2.13
C6. Establish a recruitment plan for a position.	1.90
C7. Utilize the recruitment options for a position.	1.79
C8. Train the 'line' to perform selection process.	2.05
C9. Use a range of techniques in defining positions.	2.13
C10. Use a range of techniques in building candidate pools.	2.06
C11. Use a range of techniques in building candidate assessment options.	2.20
C12. Use a range of techniques for administering the job offer process.	1.94
C13. Ensure/provide new employees receive appropriate orientation to the organization (environment, benefits, etc.).	2.15

(table continues)

Competency	Mean Score
C14. Evaluate techniques used in defining positions, building candidate pools, and candidate assessment options.	2.12
C15. Develop interview processes/strategies to match the situation.	2.12
C16. Apply different interviewing techniques to accommodate different processes (hiring, disciplinary, etc.).	2.26
C17. Manage out-sourcing contracts (recruitment and individual employment contracts).	1.92
C18. Manage redeployment process (internally and externally).	2.14
C19. Manage outplacement as it relates to downsizing.	2.18
C20. Design employment equity programs.	2.42
C21. Influence educational systems to recognize the need to provide suitable candidates for positions.	2.11

It is interesting to note in Figure 3 that the top competency in the category focuses on designing employment equity programs. It received a mean score of 2.42 which approaches the midpoint of the four-point scale. The higher level of need placed on this competency would seem to reflect the emphasis placed on this area in the world of work.

Four competencies fall below a mean of 2.0 and are rated the lowest of the category. They are: (a) C12 - use a range of techniques for administering

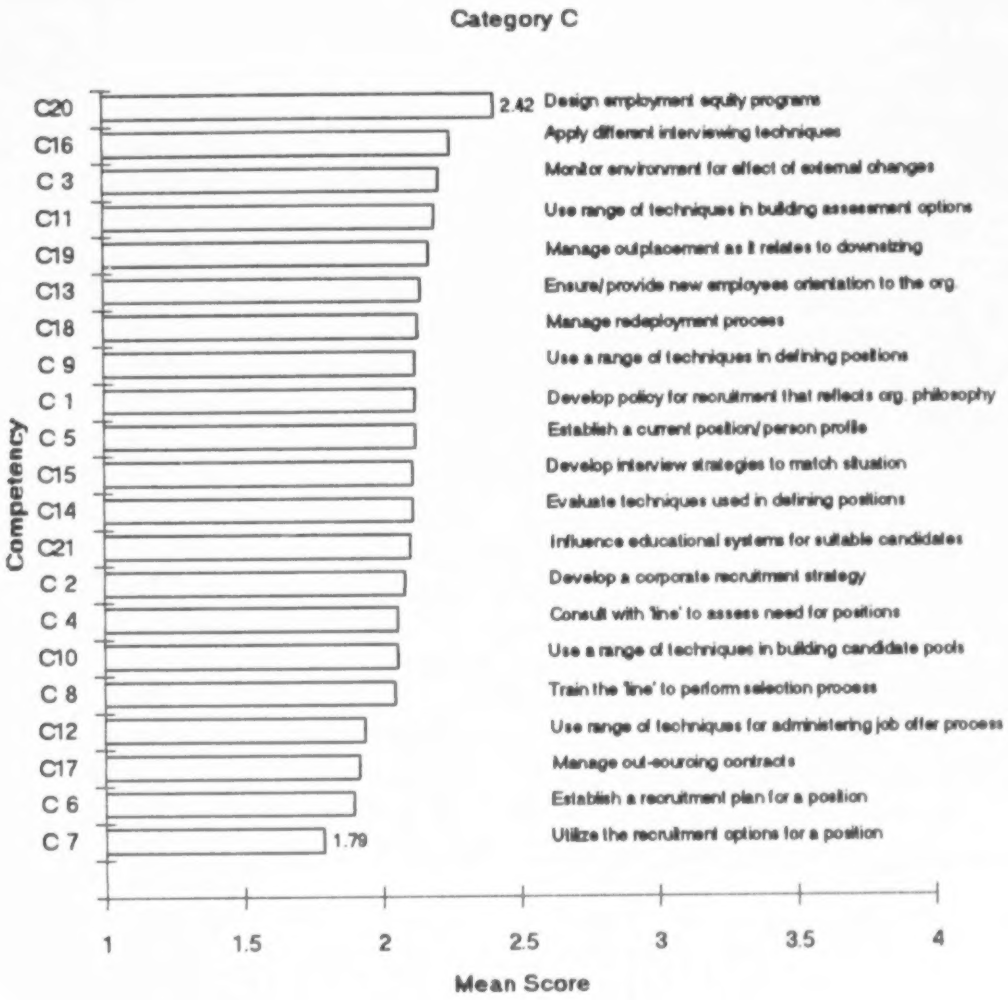

Figure 3. Ranking of competencies in category C - Staff the organization.

the job offer process, (b) C17 - manage out-sourcing contracts, (c) C6- establish a recruitment plan for a position, and (d) C7 - utilize the recruitment options for a position. HR practitioners may have rated these lowest in need since they reflect the basic activities which are carried out when seeking new personnel.

D. Design and evaluate jobs.

Category D is made up of 13 competencies. Respondents indicate the following professional development need levels: (a) 28% indicate no need, (b) 31% indicate low need, (c) 27% indicate moderate need, and (d) 14% indicate high need. Table 14 lists each competency and its respective mean score.

Table 14

Professional Development Need Means of Competencies in Category D - Design and Evaluate Jobs

Competency	Mean Score
D1. Ensure job evaluation process matches organizational philosophy.	2.24
D2. Link organizational participation to job design process.	2.12
D3. Link job design to organizational effectiveness.	2.40
D4. Determine methods/options for job evaluation.	2.31
D5. Develop measurement criteria.	2.33
D6. Conduct job analysis for design and job evaluation.	2.20
D7. Design gender neutral systems (classification).	2.24
D8. Determine benchmark positions and link to market value.	2.20
D9. Ensure job design complements the job evaluation system.	2.26
D10. Ensure/develop validation processes that keep job design on track.	2.25

(table continues)

Competency	Mean Score
D11. Ensure pay equity in job evaluation.	2.43
D12. Ensure job design includes employment equity principles.	2.44
D13. Facilitate the analysis of work flow patterns.	2.19

Of the 13 competencies in Figure 4, the top three have mean scores between 2.40 and 2.44. They are: (a) D12 - ensure job design includes employment equity principles, (b) D11 - ensure pay equity in job evaluation, and (c) D3 - link job design to organizational effectiveness. It is interesting to note that as in category C, the issue of developing competence around employment equity principles has been rated highest in need.

The competency rated the lowest in need in the category focuses on developing the competence to link organizational participation to the job design process. It is interesting to find this competence listed lowest in need since a related competency (D3) which focuses on linking job design to organizational effectiveness is rated in the top three for professional development in this category. It would seem that these two competencies are interrelated and that gaining competence in linking organizational participation to the job design process would increase the link of job design to organizational effectiveness. A question is raised as to whether respondents are aware of the relationship between these two competencies and simply need development in one competency more than in the other, or whether there

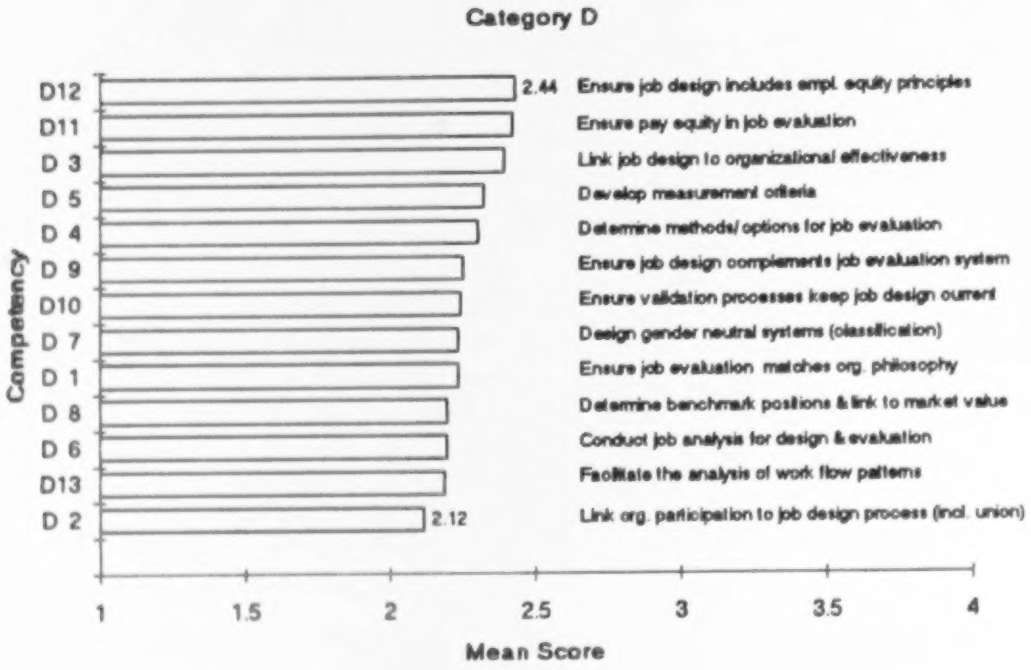

Figure 4. Ranking of competencies in category D - Design and evaluate jobs.

is a lack of understanding of the relationship between the two competencies.

E. Facilitate career development.

This category is composed of 12 competencies. Respondents' levels of professional development need are: (a) 26% indicate no need, (b) 35% indicate low need, (c) 28% indicate moderate need and (d) 11% indicate high need. Table 15 lists each competency and its respective mean score.

Table 15

Professional Development Need Means of Competencies in Category E - Facilitate Career Development

Competency	Mean Score
E1. Assist the organization in defining career development issues.	2.23
E2. Assist in designing career development programs that are in line with corporate philosophy and which meet organizational needs.	2.30
E3. Help employees understand the direction the organization is "going in".	2.33
E4. Identify opportunities for employees to grow from a career development perspective.	2.18
E5. Ensure employee understands own responsibility in career planning process.	2.10
E6. Assist the employee to understand issues that affect career development.	2.05
E7. Integrate managers into career development process.	2.22
E8. Provide career counseling.	2.20
E9. Understand and use assessment tools.	2.34
E10. Design a workforce plan that fits the organization's needs.	2.34
E11. Understand and administer succession processes.	2.40
E12. Manage a skills inventory for succession planning.	2.33

Figure 5 indicates that the top eight competencies indicating the highest professional development need focus on designing career development plans and workforce plans in line with organizational needs, and in understanding and administering succession processes. The four competencies indicating the lowest need for professional development deal with the actual provisions of career counseling, such as identifying opportunities for employees to grow, and ensuring that employees understand their own responsibility in the career planning process as well as the issues that affect career development.

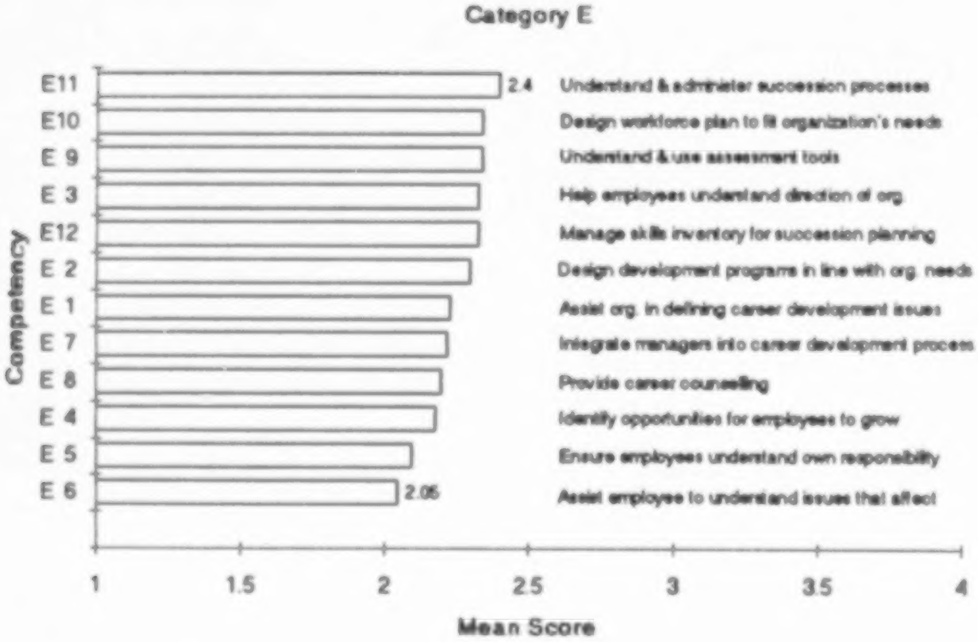

Figure 5. Ranking of competencies in category E - Facilitate career development.

F. Design, plan, and co-implement a performance management system.

Category F is the largest of the categories with 34 competencies. Respondents indicate the following levels of need: (a) 24% indicate no need, (b) 32% indicate low need, (c) 30% indicate moderate need, and (d) 14% indicate high need. Table 16 lists each competency and its mean score.

Table 16

Professional Development Need Means of Competencies in Category F - Design, Plan, and Co-implement a Performance Management System

Competency	Mean Score
F1. Define the performance management system.	2.30
F2. Determine what is to be accomplished with the performance management system.	2.28
F3. Define the stakeholders in the performance management system.	2.08
F4. Develop a framework for performance management.	2.34
F5. Distinguish between individual performance management process and the framework which it fits.	2.23
F6. Align performance management process with the organizational philosophy.	2.35
F7. Adapt the performance management system to your organization.	2.35
F8. Identify key performance indicators for the organization.	2.45

(table continues)

Competency	Mean Score
F9. Identify key performance indicators for individuals.	2.37
F10. Identify standards for individual performance indicators.	2.34
F11. Identify key performance indicators for teams.	2.43
F12. Identify standards for team performance indicators.	2.43
F13. Design employee team-driven performance management systems	2.41
F14. Design a self-assessment component.	2.38
F15. Tie in philosophy of continuous improvement to value.	2.63
F16. Create a sense of ownership of the performance management system.	2.46
F17. Handle implementation issues.	2.24
F18. Encourage employees to look at whole organization.	2.37
F19. Create sense of ownership to the mission.	2.37
F20. Link organizational objectives to key performance indicators.	2.41
F21. Link performance management to all planning (strategic, individual, career, training).	2.53
F22. Link performance management to individual's career development.	2.25
F23. Link performance management to compensation system.	2.33
F24. Link performance management system to needs of customer (internal and external).	2.42
F25. Link performance management to organizational financial situation.	2.12
F26. Establish systematic planning process for performance management, evaluation, and reinforcement.	2.34

(table continues)

Competency	Mean Score
F27. Train managers to do performance management (i.e. performance appraisal).	2.32
F28. Evaluate employees' performances based on the performance management system and performance indicators.	2.13
F29. Determine the customer's evaluation of service (performance).	2.30
F30. Support line managers in providing on-going feedback to employees.	2.14
F31. Manage the corrective process within the performance management system.	2.23
F32. Link individual's performance to organization's performance.	2.26
F33. Continually monitor the performance management system to add value to all positions.	2.19
F34. Link training and development with performance and compensation (buy-in for managers).	2.34

Figure 6 provides a ranking of the competencies. As mentioned in the overview section of this study, respondents indicate the greatest professional development need in two competencies from this category. They are: (a) F15 - tie in philosophy of continuous improvement to value, and (b) F21 - link performance management to all planning (strategic, individual, career, training). Of the remaining competencies, seven of them have mean scores between 2.41 and 2.46. These competencies focus firstly on the need to

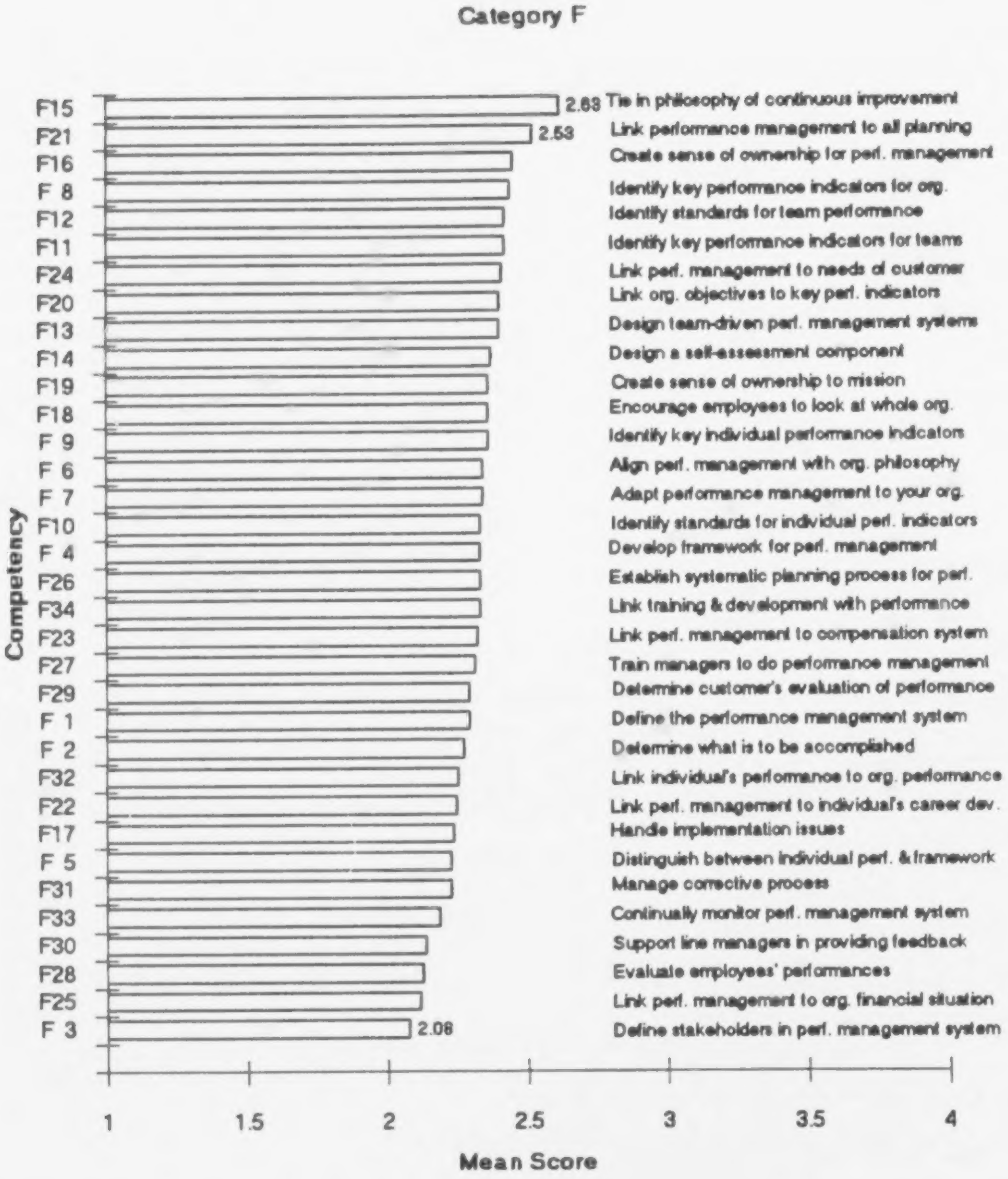

Figure 6. Ranking of competencies in category F - Design, plan and co-implement a performance management system.

develop the ability to create a sense of ownership for a performance management system, to identify key performance indicators for the organization, and to link organizational objectives to key performance indicators. They focus secondly on designing team-driven performance management systems, and, on identifying key performance indicators and standards for teams. Finally, they focus on linking the performance management system to the needs of customers (both internal and external).

The five competencies ranked lowest in need of professional development deal less with strategy and planning and more with daily administrative activities such as the monitoring of the performance management system, evaluating employee performances, supporting feedback from line managers, linking the performance management system to the organization's financial situation, and defining the stakeholders in the performance management system.

G. Design processes to facilitate positive employee relations (union and non-union).

A total of 20 competencies are grouped under category G. Respondents indicate the following professional development need levels: (a) 28% indicate no need, (b) 33% indicate low need, (c) 27% indicate moderate need, and (d) 12% indicate high need. Table 17 lists each competency and its mean score.

Figure 7 indicates that three competencies have mean scores between 2.40 and 2.43. They are: (a) G15 - facilitate conflict resolution; (b) G7 - develop employee relations policy to meet today's/tomorrow's needs; and (c) G6 - anticipate, interpret, and implement legislation (labor laws, human rights, etc.).

Table 17

Professional Development Need Means of Competencies in Category G - Design Processes to Facilitate Positive Employee Relations (Union and Non-union)

Competency	Mean Score
G1. Ensure employee relations is a high priority in the organization.	2.37
G2. Influence and reflect senior management philosophy and mission within the organizational culture.	2.38
G3. Reflect the code of ethics of the organization.	2.28
G4. Interpret and administer corporate policy.	2.11
G5. Interpret and administer corporate practice (guidelines).	2.05
G6. Anticipate, interpret, and implement legislation (labor laws, human rights, etc.).	2.40
G7. Develop employee relations policy that meet today's/tomorrow's needs.	2.42
G8. Foster a positive employee relations philosophy/environment.	2.30
G9. Help assimilate employee relations into organization.	2.23
G10. Act as a change agent (e.g. employee relations advisor).	2.27
G11. Maintain balance and consistency between/among work units.	2.07
G12. Explore options, consequences, and advice to assist managers in making the best decision the individual and the organization.	2.26
G13. Counsel, intervene, and refer employees at various levels.	2.09
G14. Use mediation to resolve conflicts.	2.23

(table continues)

Competency	Mean Score
G15. Facilitate conflict resolution.	2.43
G16. Assist managers and employees with complaint resolution.	2.27
G17. Assist employees to manage transitions that have significant impact on individuals.	2.34
G18. Facilitate access to occupational health and safety, wellness, and employee assistance programs.	2.04
G19. Facilitate referrals to occupational health and safety, wellness, and employee assistance programs.	1.87
G20. Train field people in employee relations.	2.04

The next grouping of ten competencies focus mostly on strategic and philosophical considerations. HR practitioners see the need to develop competence in reflecting management philosophy and the code of ethics within the organization's culture, ensuring employee relations is a high priority in the organization and is conducted in a positive environment. They also see the need to develop the ability to act as a change agent and assist employees to manage transitions.

Respondents indicate the lowest need for professional development in competencies which focus on performance of daily activities such as

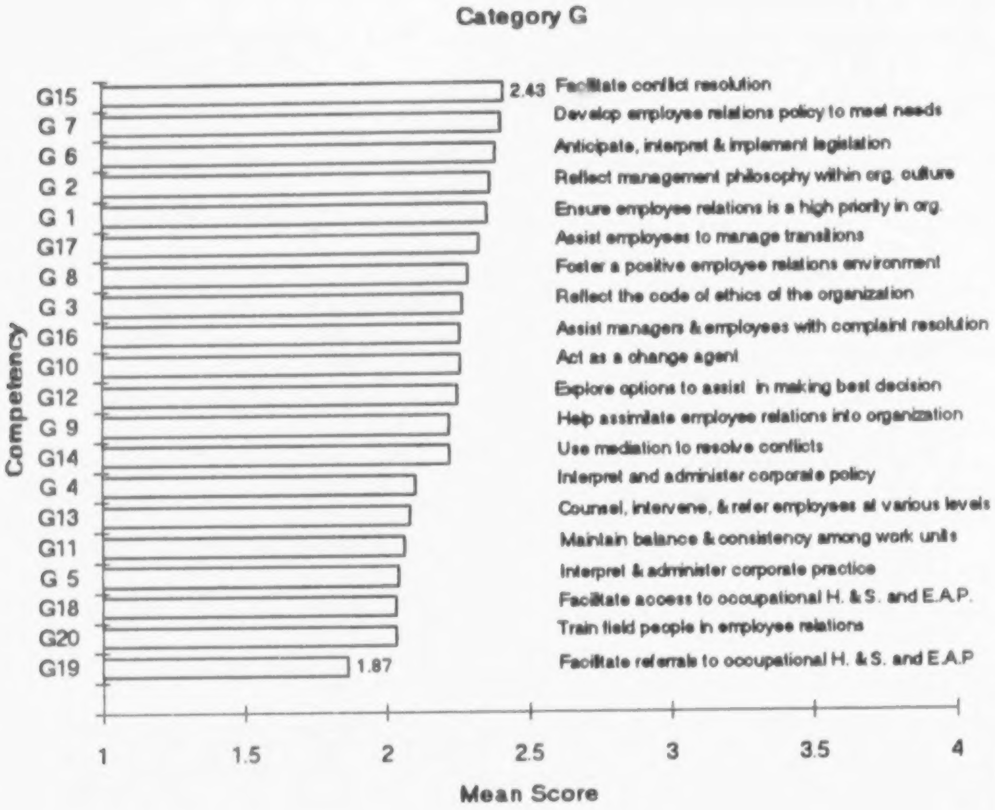

Figure 7. Ranking of competencies in category G - Design processes to facilitate positive employee relations (union and non-union).

interpreting and administering corporate policy and practices, on counseling, intervening, and referring employees at various levels, on maintaining a balance and consistency among work units, on training field people in employee relations, and on facilitating access and referrals to occupational health and safety and employee assistance programs.

H. Design processes to facilitate positive union relations.

Category H encompasses a total of 12 competencies. Respondents indicate the lowest need for professional development in this category. Their levels of professional development need are as follows: (a) 41% indicate no need, (b) 27% indicate low need, (c) 18% indicate moderate need, and (d) 14% indicate high need. Table 18 lists each competency and its mean scores.

Table 18

Professional Development Need Means for Competencies in Category H - Design Processes to Facilitate Positive Union Relations

Competency	Mean Score
H1. Foster a harmonious relationship with unions.	2.13
H2. Use a proactive collaborative approach to problem solving with unions.	2.12
H3. Prepare, strategize, and participate in collective bargaining process.	2.13
H4. Link negotiations to company strategic plans and workforce plans.	2.13
H5. Interpret and administer collective agreements.	2.02
H6. Assist managers with grievance resolutions.	2.06
H7. Administer grievance procedures.	1.97

(table continues)

Competency	Mean Score
H8. Conduct research on grievance issues.	1.99
H9. Prepare for grievance and arbitration.	2.02
H10. Represent management at arbitration hearings.	2.01
H11. Present management's position in arbitration.	2.06
H12. Bring union into out-sourcing (contracting out decisions).	1.90

Figure 8 indicates that out of the 12 competencies, four are rated the highest in need and deal mostly with matters of strategic and philosophical considerations. They focus on linking negotiations to company strategic plans and workforce plans, on fostering a harmonious relationship with unions, on using a proactive collaborative approach to problem-solving, and on preparing strategy for participation in collective bargaining. The remaining competencies in the category identify abilities which deal with routine or daily activities such as the interpretation and administration of collective agreements, the administration of grievance procedures, conducting research on grievance issues, preparing for grievance and arbitration hearings, presenting management's position in arbitration hearings, and assisting managers with grievance resolution.

The competency rated lowest in need focuses on being able to bring unions into contracting out decisions. A question is raised as to whether HR

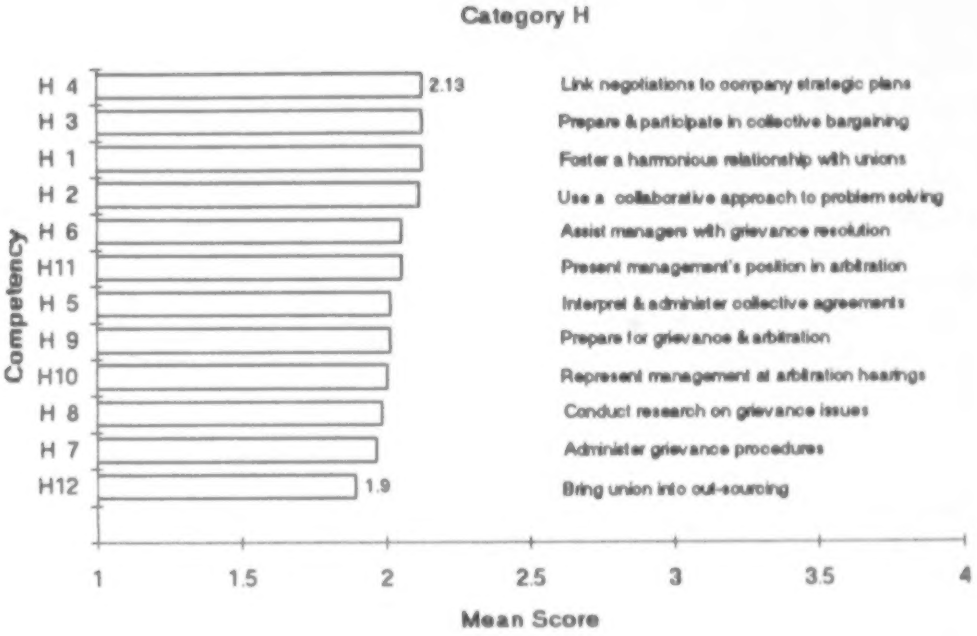

Figure 8. Ranking of competencies in category H - Design processes to facilitate positive union relations.

practitioners rated this competency lowest in need because they feel they have developed adequate competence, or because they do not see the value of this activity for their organization and therefore do not anticipate the need for professional development

I. Promote and maintain the well-being of employees.

Category I is the smallest category with only eight competencies. Respondents indicate the following levels for professional development: (a) 28% indicate no need, (b) 33% indicate low need, (c) 28% indicate moderate need, and (d) 11% indicate high need. Table 19 lists each competency and its mean scores.

Table 19

Professional Development Need Means for Competencies in Category I - Promote and Maintain the Well-being of Employees

Competency	Mean Score
I1. Design and develop employee assistance programs.	2.02
I2. Promote a healthy workplace (ergonomics, workplace environmental issues, air quality, lighting).	2.24
I3. Promote a balanced lifestyle.	2.17
I4. Promote wellness objectives and provide necessary training in stress, recreation, balancing work and family, pre-retirement.	2.28
I5. Promote congruence between job design, employee well-being, and organizational needs (job rotation).	2.30
I6. Promote quality of work life.	2.39
I7. Promote the well-being of employees through effective benefit design.	2.24
I8. Ensure compliance with occupational health and safety regulations.	2.08

Figure 9 indicates that the highest need for professional development focuses on promoting quality of work life. As in other categories, the competencies rated lowest in need focus more on common or routine activities for HR practitioners. They are: (a) I8 - ensure compliance with occupational health and safety regulations, and (b) I1 - design and develop employee assistance programs.

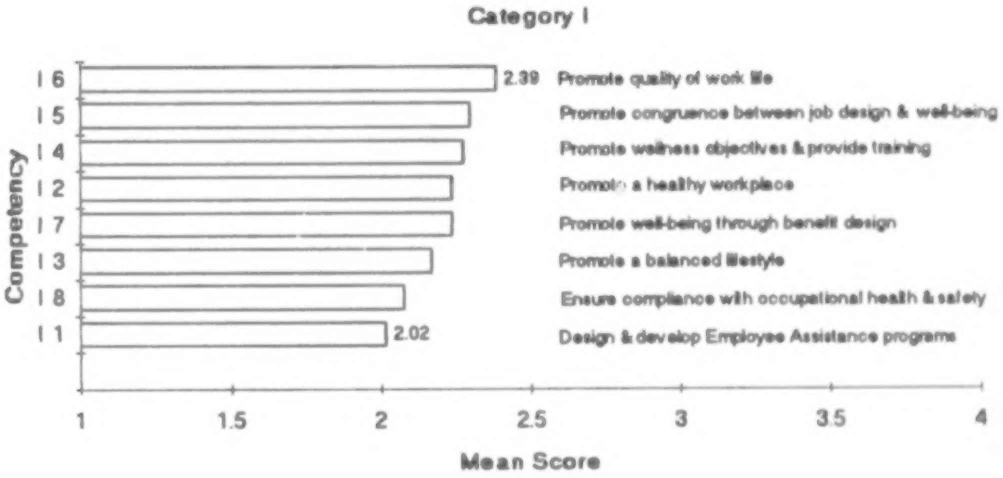

Figure 9. Ranking of competencies in category I - Promote and maintain the well-being of employees.

J. Develop and utilize total compensation.

Category J is made up of 13 competencies. Respondents indicate the following levels for professional development need: (a) 35% indicate no need, (b) 26% indicate low need, (c) 26% indicate moderate need, and (d) 13% indicate high need. Table 20 lists each competency and its mean score.

Table 20

Professional Development Need Means for Competencies in Category J - Develop and Utilize Total Compensation

Competency	Mean Score
J1. Provide assistance in identifying parameters of total compensation package to meet organizational needs.	2.31
J2. Design compensation strategy to meet organization's philosophy.	2.26
J3. Design/develop compensation strategy to meet organization's needs.	2.29
J4. Identify alternative elements of compensation (direct pay, benefits).	2.27
J5. Develop/determine compensation mix (basic pay, variable pay).	2.24
J6. Develop/determine benefits package.	2.13

(table continues)

Competency	Mean Score
J7. Tie compensation to job evaluation and performance management system.	2.36
J8. Test external equity by conducting salary and benefit surveys.	2.17
J9. Cost out planned compensation benefit programs to ensure financial feasibility.	2.12
J10. Provide training support for managers implementing compensation program.	2.10
J11. Communicate with employees about compensation and benefit programs through a variety of channels.	2.02
J12. Conduct/monitor on-going evaluation to ensure continued effectiveness.	2.01
J13. Ensure compensation is within organizational policy, collective agreement, and legislation.	2.07

Figure 10 indicates that the highest need for professional development focuses on tying in compensation to job evaluation and the performance management system. It is interesting to note that, as with many of the categories, a pattern has developed whereby the competencies focusing on the strategic and philosophical elements of the occupation are rated higher

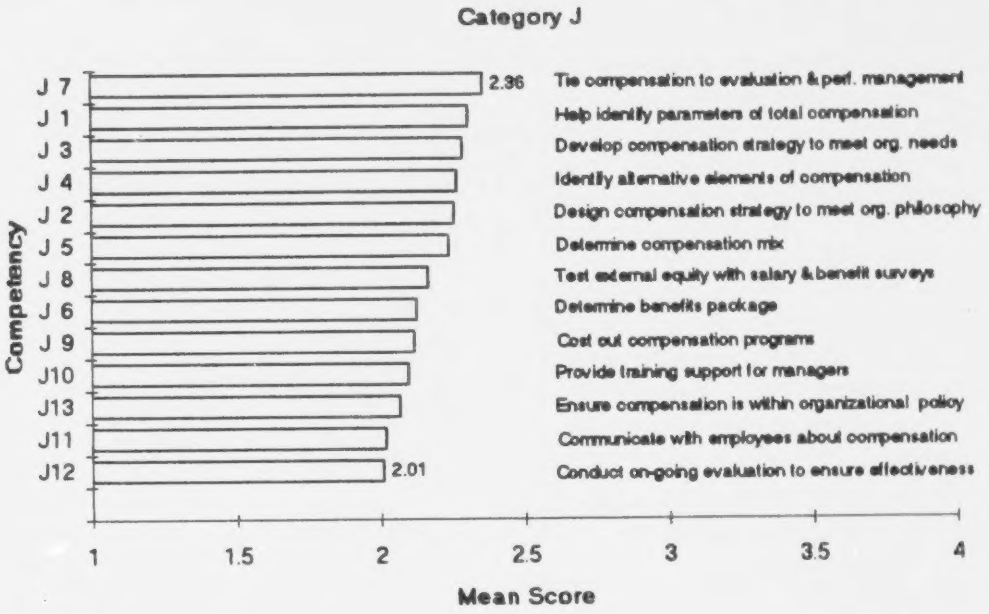

Figure 10. Ranking of competencies in category J - Develop and utilize total compensation.

in need for professional development, while the elements which focus on the routine elements of the occupation are given a lower need rating. In this case, the competencies which are found in the top half of the category center on the ability to develop a broad structure for an organizational compensation package. These competencies focus on identifying the parameters of the total compensation package, on designing a compensation strategy which will meet the organization's philosophy, on developing compensation strategy that will meet the organization's needs, on identifying alternative elements of compensation, and on determining the proper compensation mix.

The competencies found in the bottom half of the category and which center on more routine elements of the occupation focus on determining the benefits package, costing out the compensation benefits programs to ensure financial feasibility, providing training support for managers implementing compensation programs, communicating with employees about compensation programs, and conducting on-going evaluations of the compensation programs to ensure continued effectiveness.

K. Develop and utilize human resource information systems.

A total of 32 competencies make up category K. Respondents indicate the following levels of need for professional development: (a) 36% indicate no need. (b) 24% indicate low need, (c) 23% indicate moderate need, and (d) 17% indicate high need. Table 21 lists each competency and its mean score.

Table 21

Professional Development Need Means for Competencies in Category K - Develop and Utilize Human Resource Information Systems

Competency	**Mean Score**
K1. Plan for HR information needs.	2.49
K2. Predict information needs of the organization.	2.36
K3. Project information needs of the organization.	2.35

(table continues)

Competency	Mean Score
K4. Incorporate HR components into the strategic plan of the organization.	2.46
K5. Identify types and sources of information needed.	2.35
K6. Identify support systems for the HR information system.	2.25
K7. Identify users of information systems and their needs.	2.24
K8. Identify levels of information systems.	2.13
K9. Identify information system objectives.	2.25
K10. Design information systems.	2.18
K11. Ensure appropriate confidentiality of information systems.	2.15
K12. Integrate a strong customer component into HR information system.	2.27
K13. Identify capabilities and limitations of existing system.	2.13
K14. Ensure cost benefits of system.	2.23
K15. Maintain security of information systems.	2.06
K16. Conduct gap analysis process regarding information needs.	2.20
K17. Determine sophistication of user needs.	2.06
K18. Determine the cause/effect relationships within the system when changing a component of the system.	2.14
K19. Ensure compatible computer language between disciplines/departments.	2.01
K20. Integrate information systems.	2.15
K21. Identify interfaces and interface information system with other systems.	2.09

(table continues)

Competency	Mean Score
K22. Link the information system with the decision making process.	2.18
K23. Maintain succinctness in formatting data.	1.96
K24. Train/inform users to ensure full utilization of HR information systems.	2.11
K25. Tie the HR information system with the payroll function.	2.18
K26. Gather employment and other relevant work statistics on individuals in the organization.	2.09
K27. Store employment and other relevant work statistics on individuals in the organization.	2.11
K28. Process information systems to provide useful data.	2.24
K29. Maximize/apply new technologies.	2.34
K30. Establish review system.	2.16
K31. Keep system current and relevant.	2.25
K32. Conduct on-going review of system (post-implementation review).	2.21

Figure 11 indicates that two competencies have mean scores of 2.49 and 2.46 which approaches the midpoint of the four-point scale. These competencies focus on planning for HR information needs, and on incorporating HR components into the strategic plan of the organization. The next four competencies rated highest in need for professional development center on predicting and /or projecting information needs of the organization, identifying types and sources of information needed, and maximizing new

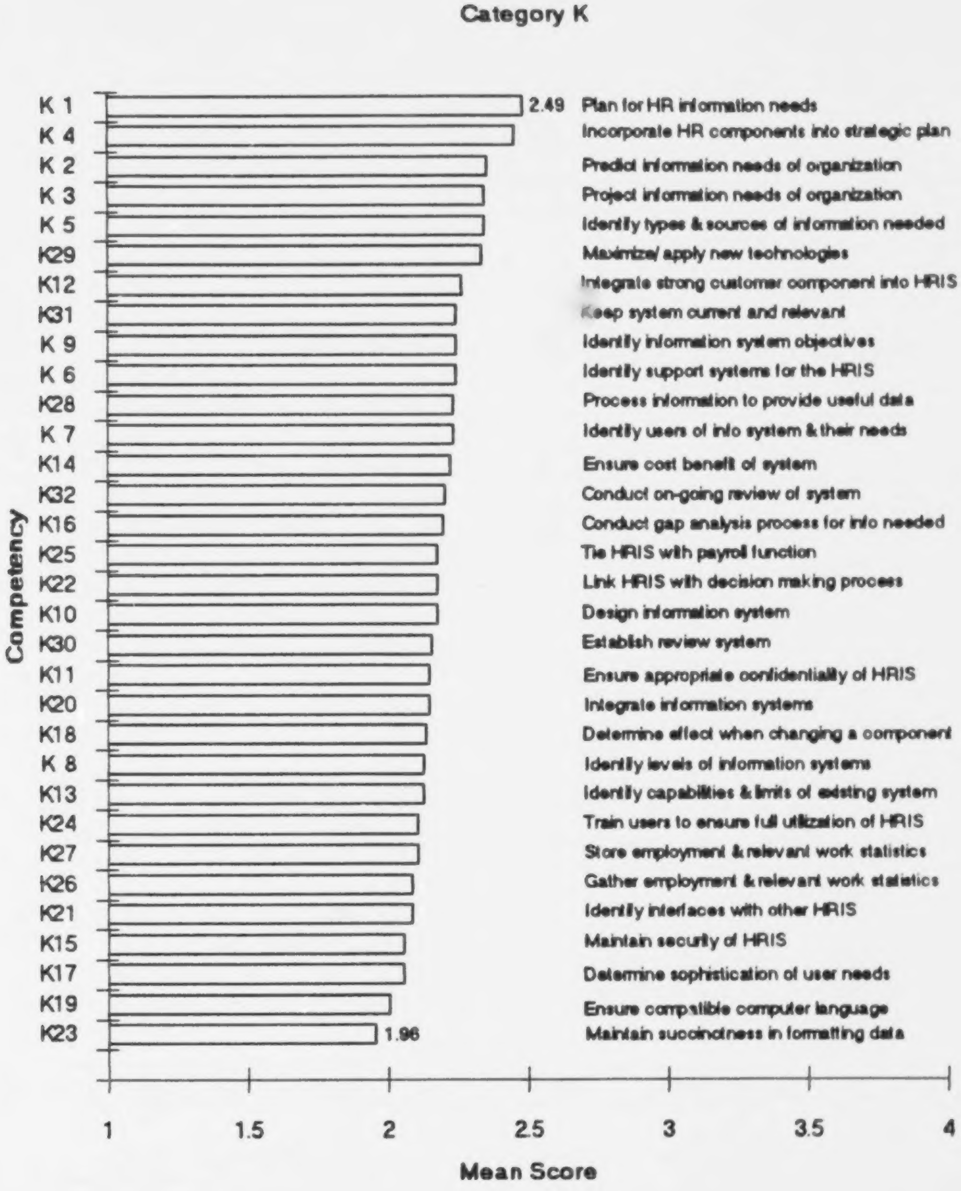

Figure 11. Ranking of competencies in category K - Develop and utilize human resource information systems.

technologies in the organization. At the midpoint of the rankings, HR practitioners identify the need to develop competence in tying in the human resource information system with the payroll function and linking the human resource information system with the decision making process. The competencies rated as having the lowest level of need in the category focus on ensuring compatible computer language between disciplines and departments, and on maintaining succinctness in formatting data.

In summary, the majority of respondents indicate no need (30%) or low need (31%) for professional development, while 26% indicate moderate need and 13% indicate high need. The mean scores of the 220 competencies range from 1.6 to 2.74. A total of 16 competencies have a mean score equal to or greater that 2.5. Of these 14 are found in category A - Facilitate the development of an effective organization and two are from category F - Design, plan, and co-implement a performance management system.

Professional Development Needs According to Gender

The second research question of this study asks: Do the professional development needs identified by respondents indicate differences according to gender? In order to determine the differences which may exist between the professional development needs of male and female respondents, the data were submitted to a two-tailed t-Test analysis at the .05 level of significance. The result is an examination of the mean scores between male and female respondents for each competency and the identification of significant differences which exist between the groups. As with the previous section of this chapter a general overview of the findings will first be presented. The discussion of the detailed findings will follow and will be presented by category heading.

Overview

Overall, the women indicate a higher need for professional development than the men. The mean scores for female respondents range from 1.71 to 2.88 with the average mean score at 2.44 which approaches a moderate level of need according to the survey rating scale. The mean scores for the male respondents range from 1.52 to 2.69 with the average mean score at 2 which corresponds to a low level of need on the survey rating scale. Out of 220 competencies, all but five show higher mean scores for the female respondents. In other words, men indicate lower need in 215 of the 220 competencies. The five competencies where men indicate higher professional development need than women are listed in Table 22. Although no significant differences exist in these five competencies, they are mentioned since they help paint a broader picture of the professional development needs of both groups. It is interesting to note that three of the five competencies have as a major theme the creation of an attitude toward lifelong learning and assisting with defining cultural norms within the organization. The remaining two deal with the competence to manage out-sourcing contracts and integrating managers into the career development process.

In comparing category means, Table 23 shows that the means for the male respondents range from 1.75 to 2.36 and are consistently lower than those of the female respondents which range from 2.3 to 2.6. Once again the data indicate a low level of professional development need for the men while the women approach the moderate level of need for professional development.

Table 22

Competencies Showing Higher Levels of Need in Male Respondents

Competency	Mean for Male Respondents	Mean for Female Respondents
A2. Help organization to define its cultural norms, values, beliefs, and mission.	2.51	2.47
B18. Create a culture and attitude toward lifelong learning.	2.44	2.26
B17. Shape employees' attitudes toward lifelong learning.	2.37	2.21
E7. Integrate managers into career development process.	2.26	2.20
C17. Manage out-sourcing contracts (recruitment and individual employment contracts).	1.95	1.89

Table 23
Ranking of Category Means According to Gender

Male Respondents		Female Respondents	
Category Heading	**Mean**	**Category Heading**	**Mean**
A. Facilitate the development of an effective organization.	2.36	A. Facilitate the development of an effective organization.	2.60
F. Design, plan, and co-implement a performance management system.	2.14	F. Design, plan, and co-implement a performance management system.	2.54
E. Facilitate career development.	2.13	D. Design and evaluate jobs.	2.52
D. Design and evaluate jobs.	2.04	K. Develop and utilize human resource information systems.	2.50
G. Design processes to facilitate positive employee relations.	2.00	I. Promote and maintain the well-being of employees.	2.47
B. Educate, train, and develop staff.	1.98	J. Develop and utilize total compensation.	2.45
I. Promote and maintain the well-being of employees.	1.96	G. Design processes to facilitate positive employee relations.	2.44
J. Develop and utilize total compensation.	1.91	E. Facilitate career development.	2.36
C. Staff the organization.	1.90	H. Design processes to facilitate positive union relations.	2.35
K. Develop and utilize human resource information systems.	1.90	B. Educate, train, and develop staff.	2.32
H. Design processes to facilitate positive union relations.	1.75	C. Staff the organization.	2.30

When the categories are ranked according to gender, it is interesting to note that category A - Facilitate the development of an effective organization and category F - Design, plan, and co-implement a performance management system maintain the same placement of first and second place for men and women. The rankings for the remaining categories differ between the two groups.

Significant differences between the two groups exist in 140 of the 220 competencies. In all cases female respondents show a higher need for professional development than do the male respondents. Although these findings are at first surprising, an examination of the demographic data helps clarify the information. The demographic data indicate that the female respondents are generally younger, have less years of experience working in the HRM field, work in the lower echelons of organizations, and have completed lower levels of formal education than the male respondents. Due to this information it becomes apparent as to why women would indicate higher need for professional development.

When the 140 competencies showing significant differences are grouped under their respective category headings and ranked by percentage of significant differences, a distinct picture of the differences for professional development related to gender emerges. As can be seen in Table 24, certain categories have a large percentage of competencies which show significant differences while others have a smaller percentage. The category with the smallest proportion of competencies showing significant differences is category A - Facilitate the development of an effective organization. Only 23 percent (7/31) of the competencies show significant differences, thus both the female and male respondents have similar levels of need in 77 percent (24/31) of the competencies in this category. The category with the greatest proportion of

Table 24

Proportion of Competencies with Significant Differences Between Genders.

Category Heading	**# of Competencies**	**% Representation**
A - Facilitate the implementation of an effective organization.	7 of 31	23
E - Facilitate career development.	3 of 12	25
C - Staff the organization.	12 of 21	57
G - Design processes to facilitate positive employee relations (union and non-union).	12 of 20	60
F - Design, plan and co-implement a performance management system.	21 of 34	62
B - Educate, train and develop staff.	15 of 24	63
D - Design and evaluate jobs.	10 of 13	77
J - Develop and utilize total compensation.	10 of 13	77
H - Design processes to facilitate positive union relations.	11 of 12	92
K - Develop and utilize human resource information systems.	31 of 32	97
I - Promote and maintain the well-being of employees.	8 of 8	100

competencies showing significant differences is category I - Promote and maintain the well-being of employees. In this case, 100 percent (8/8) of the competencies show significant differences between the two groups, indicating that female respondents have a greater need for professional development in the whole category as compared to male respondents.

Table 24 indicates only two of the 11 categories have 25 percent or less of their competencies showing significant differences. They are category A - Facilitate the implementation of an effective organization and category E - Facilitate career development. With the exception of approximately 25 percent of the competencies, both female and male respondents have similar levels of need in the remaining competencies. Four categories have between 57 to 63 percent of their competencies showing significant differences. They are: (a) category C - Staff the organization; (b) category G - Design processes to facilitate positive employee relations (union and non-union); (c) category F - Design, plan and co-implement a performance management system, and (d) category B - Educate, train and develop staff. Approximately 40 percent of competencies in these categories show similar levels of need between female and male respondents.

Two categories have 77 percent of their competencies showing significant differences. They are category D - Design and evaluate jobs, and category J - Develop and utilize total compensation. These categories have a considerable degree of difference between genders since only 23 percent of the competencies show similar levels of need between female and male respondents.

Finally, three categories have between 92 to 100 percent of their competencies showing significant differences. They are category H - Design processes to facilitate positive union relations, category K - Develop and utilize human resource information systems, and category I - Promote and maintain the well-being of employees. Only two competencies out of a total of 52 show similar levels of need between female and male respondents.

Details of Professional Development Needs According to Gender

In order to give a more complete picture of the professional development needs of HR practitioners according to gender, the following section will discuss those needs under the 11 category headings.

A. Facilitate the development of an effective organization.

Only 23 percent (7/31) of the competencies in this category show significant differences between the level of professional development need indicated by female and male respondents. The women indicate a higher need for professional development across all of the competencies. As presented in Table 25, women indicate a higher need to develop competence in assisting effective organizational policy development, defining the role and philosophy of organizational interventions, coaching, counseling, and assisting line management in developing the skills to use HR tools and processes, managing the process of adaptation to change in the organization, and administering employee recognition programs.

B. Educate, train, and develop staff.

A total of 63 percent (15/24) of the competencies in category B show significant differences between the women's indications of professional

Table 25

Competencies Showing Significant Differences Between Genders in Category A - Facilitate the Development of an Effective Organization.

Competency
A1. Assist in effective organizational policy development.
A10. Coach and counsel with line management.
A12. Assist line managers in developing the skills to use HR tools and processes.
A14. Define role and philosophy of intervention.
A22. Administer employee recognition programs.
A26. Establish and develop support systems to help 'line' prepare for and react to change.
A27. Manage process of adapting to change.

development need and those of the men. Again in all 15 competencies the women indicate a higher need for professional development. As indicated in Table 26, the major themes focus on developing competence in determining current and future job needs, recommending training interventions, developing training plans, designing and developing training courses, coordinating the implementation of training, conducting workshops, seminars

Table 26

Competencies Showing Significant Differences Between Genders in Category B - Educate, Train, and Develop Staff.

Competency
B1. Determine current and future job needs.
B2. Define needs.
B3. Analyze the gap and determine recommendations.
B4. Recommend training interventions.
B5. Develop training plans.
B7. Research and match training and development needs of organization with available resources.
B8. Determine method and mode of delivery.
B11. Design, develop, modify training courses.
B12. Coordinate implementation of training.
B13. Develop/train the trainer.
B14. Conduct workshops, seminars, small learning groups.
B19. Demonstrate the value of participating in training (for individuals and organization).
B21. Facilitate a positive training environment (training facility, ergonomic issues).
B22. Facilitate the evolution of a learning center.
B23. Measure retention over time.

and small learning groups, and measuring retention over time. There is also a focus on facilitating the evolution of a learning center and of a positive training environment, and demonstrating the value of participating in training.

C. Staff the organization.

In this category, 57 percent (12/21) of the competencies show significant differences between the levels of professional development need indicated by female and male respondents. In all cases the women indicate a higher need for professional development. As presented in Table 27, the women indicate a higher need for professional development in the areas of developing policy and strategy for recruitment of personnel, monitoring the environment to anticipate the effect of external changes on the organization, consulting with line managers to assess the need for positions, using a range of techniques in defining positions, administering the job offer process, and interviewing candidates. There is also a need to develop competence in influencing educational systems to recognize the need to provide suitable candidates for positions.

D. Design and evaluate jobs.

A total of 77 percent (10/13) of competencies in category D show significant differences between the women's indications of professional development need and those of the men. In all cases the women indicate a higher need for professional development. Table 28 lists the 10 competencies which are rated higher in need by female respondents. These competencies focus on conducting job analysis for work flow patterns and evaluation purposes. They also focus on designing jobs with gender neutral classification

Table 27

Competencies Showing Significant Differences Between Genders in Category C - Staff the Organization.

Competency
C1. Develop policy for recruitment and selection that reflects corporate philosophy.
C2. Develop a corporate recruitment strategy (how, levels, etc.)
C3. Monitor environment to anticipate the effect of external changes on the organization (demographics, legislative changes).
C4. Consult with the 'line' to assess the need for positions.
C5. Establish a current position/person profile.
C7. Utilize the recruitment options for a position.
C8. Train the 'line' to perform selection process.
C9. Use a range of techniques in defining positions.
C12. Use a range of techniques for administering the job offer process.
C15. Develop interview processes/strategies to match the situation.
C16. Apply different interviewing techniques to accommodate different processes (hiring, disciplinary, etc.).
C21. Influence educational systems to recognize the need to provide suitable candidates for positions.

systems and employment equity principles. Out of 13 competencies in the category, only three show no significant differences between men and women. These competencies focus on linking organizational participation to the job design process, linking job design to organizational effectiveness, and ensuring validation processes that keep job design on track and current.

Table 28

Competencies Showing Significant Differences Between Genders in Category D - Design and Evaluate Jobs.

Competency
D1. Ensure job evaluation process matches the organizational philosophy.
D4. Determine methods/options for job evaluation.
D5. Develop measurement criteria.
D6. Conduct job analysis for design and job evaluation.
D7. Design gender neutral systems (classification).
D8. Determine benchmark positions and link to market value.
D9. Ensure job design complements the job evaluation system.
D11. Ensure pay equity in job evaluation.
D12. Ensure job design includes employment equity principles.
D13. Facilitate the analysis of work flow patterns.

E. Facilitate career development.

In this category, only 25 percent (3/12) of the competencies show significant differences between the level of professional development need indicated by female and male respondents. Once again women rate these three competencies higher in need for professional development. They are: (a) E1 - assist the organization in defining career development issues, (b) E8 - provide career counseling, and (c) E12 - manage a skills inventory for succession planning. The remaining nine competencies in the category show no significant differences between the male and female respondents.

F. Design, plan, and co-implement a performance management system.

Significant differences between the women's levels of professional development need and those of the men exist in 62 percent (21/34) of the competencies. As in other categories, the women rate these competencies higher in need for professional development. Table 29 lists the 21 competencies having significant differences. One of the major themes which can be found in the 21 competencies focuses on developing a framework for the performance management system in the organization. This framework requires that HR practitioners be able to define the stakeholders in the performance management system, align the process with the organizational philosophy, encourage employees to look at the whole organization, create a sense of ownership to the mission, identify key performance indicators for the organization and standards for individual performance indicators. In addition, women indicate a greater need in developing the ability to link the performance management system to organizational objectives, planning, career development, compensation systems, training, and the needs of

Table 29

Competencies Showing Significant Differences Between Genders in Category F - Design, Plan, and Co-implement a Performance Management System.

Competency
F3. Define the stakeholders in the performance management system.
F4. Develop a framework for performance management.
F6. Align performance management process with the organizational philosophy.
F7. Adapt the performance management system to your organization.
F8. Identify key performance indicators for the organization.
F10. Identify standards for individual performance indicators.
F14. Design a self-assessment component.
F17. Handle implementation issues.
F18. Encourage employees to look at whole organization.
F19. Create sense of ownership to the mission.
F20. Link organizational objectives to key performance indicators.
F21. Link performance management to all planning (strategic, individual, career,training).
F22. Link performance management to individual's career development.
F23. Link performance management to compensation system.
F24. Link performance management system to needs of customer (internal and external).
F27. Train managers to do performance management (i.e. performance appraisal).

(table continues)

Competency

F27. Train managers to do performance management (i.e. performance appraisal).

F28. Evaluate employees' performances based on the performance management system and performance indicators.

F30. Support line managers in providing on-going feedback to employees.

F31. Manage the corrective process within the performance management system.

F33. Continually monitor the performance management system to add value to all positions.

F34. Link training and development with performance and compensation (buy-in for managers.

customers. Another theme found in this category focuses on the implementation of the performance management system. Women had higher need when it came to evaluating employees, training managers to perform appraisals, managing the corrective process within the performance management system, and monitoring the system on a continual basis in order to add value to all positions.

G. Design processes to facilitate positive employee relations (union and non-union).

A total of 60 percent (12/20) of the competencies in category G show significant differences between the level of professional development need indicated by female and male respondents. In all cases the women indicate a higher need for professional development. Table 30 indicates that the 12 competencies with significant differences focus on interpreting and administering corporate policy and practice, implementing legislation, maintaining a balance and consistency between and among work units, exploring options in making the best decisions for individuals and the organization, and counseling and referring employees. They also focus on the need to develop competence in resolving conflicts, assisting employees to manage transitions that have a significant impact, facilitating access to occupational health and safety, and training field people in employee relations.

H. Design processes to facilitate positive union relations.

In this category, 92 percent (11/12) of the competencies show significant differences. Only one competency did not show any significant differences between the professional development needs of female and male respondents. That competency focuses on the interpretation and administration of collective agreements. The 11 competencies showing significant differences are listed in Table 31 and focus on other aspects of positive union relations such as using a proactive collaborative approach to problem solving with unions, preparing for and administering grievance and arbitration procedures, and preparing and participating in the collective bargaining process.

Table 30

Competencies Showing Significant Differences Between Genders in Category G - Design Processes to Facilitate Positive Employee Relations (Union and Non-union).

Competency
G4. Interpret and administer corporate policy.
G5. Interpret and administer corporate practice (guidelines).
G6. Anticipate, interpret, and implement legislation (labor laws, human rights, etc.).
G11. Maintain balance and consistency between/among work units.
G12. Explore options, consequences, and advice to assist managers in making the best decision the individual and the organization.
G13. Counsel, intervene, and refer employees at various levels.
G14. Use mediation to resolve conflicts.
G15. Facilitate conflict resolution.
G16. Assist managers and employees with complaint resolution.
G17. Assist employees to manage transitions that have significant impact on individuals.
G18. Facilitate access to occupational health and safety, wellness, and employee assistance programs.
G20. Train field people in employee relations.

Table 31

Competencies Showing Significant Differences Between Genders in Category H - Design Processes to Facilitate Positive Union Relations.

Competency
H1. Foster a harmonious relationship with unions.
H2. Use a proactive collaborative approach to problem solving with unions.
H3. Prepare, strategize, and participate in collective bargaining process.
H4. Link negotiations to company strategic plans and workforce plans.
H6. Assist managers with grievance resolutions.
H7. Administer grievance procedures.
H8. Conduct research on grievance issues.
H9. Prepare for grievance and arbitration.
H10. Represent management at arbitration hearings.
H11. Present management's position in arbitration.
H12. Bring union into out-sourcing (contracting out decisions).

I. Promote and maintain the well-being of employees.

In this category, 100 percent (8/8) of the competencies show significant differences between the women's levels of professional development need and those of the men. Similar to other categories, the women rate these competencies higher in need. Table 32 lists the eight competencies which have a focus on designing and developing employee assistance programs, and

Table 32

Competencies Showing Significant Differences Between Genders in Category I - Promote and Maintain the Well-being of Employees.

Competency
I1. Design and develop employee assistance programs.
I2. Promote a healthy workplace (ergonomics, workplace environmental issues, air quality, lighting).
I3. Promote a balanced lifestyle.
I4. Promote wellness objectives and provide necessary training in stress, recreation, balancing work and family, pre-retirement.
I5. Promote congruence between job design, employee well-being, and organizational needs (job rotation).
I6. Promote quality of work life.
I7. Promote the well-being of employees through effective benefit design.
I8. Ensure compliance with occupational health and safety regulations.

promoting the components of a healthy workplace and balanced lifestyle.

J. Develop and utilize total compensation.

A total of 77 percent (10/13) of competencies in category J show significant differences between the level of professional development need indicated by female and male respondents. Table 33 lists the 10 competencies which are rated higher in need by the women. Out of 13 competencies, the three competencies showing no significant differences between the men and the women focus on developing and determining the compensation mix and the benefits package, and identifying alternative elements of compensation.

Table 33

Competencies Showing Significant Differences Between Genders in Category J - Develop and Utilize Total Compensation.

Competency
J1. Provide assistance in identifying parameters of total compensation package to meet organizational needs.
J2. Design compensation strategy to meet organization's philosophy.
J3. Design/develop compensation strategy to meet organization's needs.
J7. Tie compensation to job evaluation and performance management system.
J8. Test external equity by conducting salary and benefit surveys.
J9. Cost out planned compensation benefit programs to ensure financial feasibility.
J10. Provide training support for managers implementing compensation program.
J11. Communicate with employees about compensation and benefit programs through a variety of channels.
J12. Conduct/monitor on-going evaluation to ensure continued effectiveness.
J13. Ensure compensation is within org. policy, collective agreement, and legislation.

K. Develop and utilize human resource information systems.

Ninety-seven percent (31/32) of competencies in category K show significant differences between the women's levels of professional development and those of the men. In all cases the women indicate a higher need for professional development. The competency which does not show any significant differences focuses on designing information systems. Table 34 lists the 31 competencies rated higher in need by women.

Table 34

Competencies Showing Significant Differences Between Genders in Category K - Develop and Utilize Human Resource Information Systems.

Competency
K1. Plan for HR information needs.
K2. Predict information needs of the organization.
K3. Project information needs of the organization.
K4. Incorporate HR components into the strategic plan of the organization.
K5. Identify types and sources of information needed.
K6. Identify support systems for the HR information system.
K7. Identify users of information systems and their needs.
K8. Identify levels of information systems.
K9. Identify information system objectives.
K11. Ensure appropriate confidentiality of information systems.
K12. Integrate a strong customer component into HR information system.

(table continues)

Competency

K13. Identify capabilities and limitations of existing system.

K14. Ensure cost benefits of system.

K15. Maintain security of information systems.

K16. Conduct gap analysis process regarding information needs.

K17. Determine sophistication of user needs.

K18. Determine the cause/effect relationships within the system when changing a component of the system.

K19. Ensure compatible computer language between disciplines/departments.

K20. Integrate information systems.

K21. Identify interfaces and interface information system with other systems.

K22. Link the information system with the decision making process.

K23. Maintain succinctness in formatting data.

K24. Train/inform users to ensure full utilization of HR information systems.

K25. Tie the HR information system with the payroll function.

K26. Gather employment and other relevant work statistics on individuals in the organization.

K27. Store employment and other relevant work statistics on individuals in the org.

K28. Process information systems to provide useful data.

K29. Maximize/apply new technologies.

K30. Establish review system.

K31. Keep system current and relevant.

K32. Conduct on-going review of system (post-implementation review).

In summary, women indicate a higher need for professional development as compared to the men. Significant differences between the two groups exist in 140 of the 220 competencies. In all 140 competencies, female respondents show a higher need for professional development. The demographic data indicate that the female respondents are generally younger, have less years of experience in the HRM field, work in the lower echelons of organizations, and have completed lower levels of formal education than the male respondents. These factors could help explain the large number of competencies which are rated higher in need for professional development on the part of women.

The 11 categories display various proportions of competencies with significant differences. The smallest percentage of competencies with significant differences are found in category A - Facilitate the implementation of an effective organization and category E - Facilitate career development at 23 and 25 percent respectively. Three categories have more that 90 percent of their competencies showing significant differences. They are: (a) category H - Design processes to facilitate positive union relations, (b) category K - Develop and utilize human resource information systems, and (c) category I - Promote and maintain the well-being of employees.

Professional Development Needs According to Years of Experience

The third question of this study asks: Do respondents' years of experience in the field of human resource management influence the identification of professional development needs? Three groupings of years of experience are used to examine the differences in the professional development needs of respondents. Bailey (1991) identifies these groupings in a study of 2,000 human resource practitioners working at Digital Equipment Corporation. The study resulted in the development of a "curriculum for personnel development" (p.39) based on the type of work and years of experience of HR practitioners. The groupings are categorized as follows: (a) work focused on service delivery, entry level, 0 to 4 years of experience; (b) work focused on personnel management/consulting, mid level, 5 to 11 years of experience; and (c) work focused on strategic management, senior level, 12 years or more. These same three groupings are used in the present study. Respondents in this study are well represented across these three groups with 31 respondents in the entry level group, 46 respondents in the mid level group, and 55 respondents comprising the senior level group. In order to identify the differences which may exist between the three groupings, the data was submitted to an analysis of variance (ANOVA) at the .05 level of significance and a Scheffe's test to locate the significant differences between the groups. The result is an examination of each competency's mean score according to the three groupings and the identification of significant differences which exist between the groups.

Results

A total of 14 competencies show significant differences according to years of experience. It is interesting to note that these competencies are found in only five of the 11 categories: (a) two competencies are from category C - Staff the organization, (b) four are from category G - Design processes to facilitate positive employee relations (union and non-union), (c) four are from category H - Design processes to facilitate positive union relations, (d) three are from category I - Promote and maintain the well-being of employees, and (e) one is from category J - Develop and utilize total compensation. In order to facilitate the following discussion, the data will be presented under the respective category heading.

C. Staff the organization.

Two competencies in this category show significant differences in the levels of professional development need according to years of experience. Table 35 indicates that for competency C2 - Develop a corporate recruitment strategy, respondents in the mid level group have a significantly higher need for professional development than those of the senior level group. In the case of competency C5 - Establish a current position/person file, respondents in the entry level group have a significantly higher need for professional development than those of the senior level group.

Table 35

Competencies Showing Significant Differences According to Years of Experience in Category C - Staff the Organization

Competency	Years of Experience		
	Entry level	Mid level	Senior level
C2. Develop a corporate recruitment strategy.		2.28*	1.82
C5. Establish a current position/person file.	2.46*		1.86

Note. * Denotes significance at the .05 level

G. Design processes to facilitate positive employee relations (union and non-union).

Table 36 indicates that four competencies show significant differences in the levels of professional development need according to years of experience. In all four competencies, the entry level group has higher need for professional development than the senior level group. These competencies focus on the ability to counsel and refer employees, assist managers and employees with complaint resolution, and facilitate access and referrals to occupational health and safety, wellness, and employee assistance programs.

Table 36

Competencies Showing Significant Differences According to Experience in Category G - Design Processes to Facilitate Positive Employee Relations.

Competency	Years of Experience		
	Entry level	Mid level	Senior level
G13. Counsel, intervene, and refer employees at various levels.	2.5*		1.8
G16. Assist managers and employees with complaint resolution.	2.63*		2.02
G18. Facilitate access to OH&S, wellness and E.A.P.	2.43*		1.87
G19. Facilitate referrals to OH&S, wellness and E.A.P.	2.22*		1.69

Note. * Denotes significance at the .05 level

H. Design processes to facilitate positive union relations.

A total of four competencies in this category show significant differences in the levels of professional development need according to years of experience. Table 37 shows a similar pattern to the previous category, as once again, in all four competencies, the entry level group has a significantly higher need for professional development when compared to the senior level group. The four competencies in this category focus on assisting managers with grievance resolution, administering grievance procedures, preparing for grievance and arbitration, and representing management's position in arbitration.

Table 37

Competencies Showing Significant Differences According to Experience in Category H - Design Processes to Facilitate Positive Union Relations.

Competency	Years of Experience		
	Entry level	Mid level	Senior level
H6. Assist managers with grievance resolution.	2.48*		1.77
H7. Administer grievances procedures.	2.35*		1.66
H9. Prepare for grievances and arbitration.	2.46*		1.77
H10. Represent management's position in arbitration	2.45*		1.71

Note. * Denotes significance at the .05 level

I. Promote and maintain the well-being of employees.

This category has a total of three competencies showing significant differences in the need levels for professional development according to years of experience. In the case of two competencies, I1 - Design and develop employee assistance programs, and I2 - Promote a healthy workplace, Table 38 indicates that significant differences exist between the entry level group and the mid level group in comparison to the senior level group. In the case of competency I8 - Ensure compliance with occupational health and safety regulations, the entry-level group has significantly higher needs for professional development in comparison to both the mid level and senior level group.

Table 38

Competencies Showing Significant Differences According to Experience in Category I - Promote and Maintain the Well-being of Employees.

Competency	Years of Experience		
	Entry level	Mid level	Senior level
I1. Design and develop employee assistance programs.	2.33*	2.26*	1.72
I2. Promote a healthy workplace.	2.48*	2.47*	1.93
I8. Ensure compliance with OH&S regulations.	2.59*	2	1.89

Note. * Denotes significance at the .05 level

J. Develop and utilize total compensation.

Only one competency in this category shows significant differences in the need level for professional development according to years of experience. Table 39 indicates the entry level group has higher need for professional development when compared to the senior level group. The competency focuses on the ability to cost out planned compensation benefit programs to ensure their financial feasibility.

Table 39

Competencies Showing Significant Differences According to Experience in Category J - Develop and Utilize Total Compensation.

Competency	Years of Experience		
	Entry level	Mid level	Senior level
J9. Cost our planned compensation benefit programs to ensure financial feasibility.	2.63*		1.92

Note. * Denotes significance at the .05 level

In summary, three groups of respondents were analyzed to determine if significant differences existed in the need levels for professional development based on years of experience. A total of 14 competencies are identified as having significant differences. The competencies focus on the areas of staffing, compensation, processes to facilitate positive employee relations, and promoting the well-being of employees. In 93 percent (13/14) of the cases the differences exist between the entry level and senior level respondents.

This chapter has presented the findings of the study. Survey demographics indicate that 67 men and 62 women responded to the survey. The average respondent is between 35 to 44 years of age and has 11 years of experience in the human resource management field. Overall, the majority of respondents perceive no need (30%) or low need (31%) for professional development, while 26% perceive a moderate need and 13% perceive a high need. Category A - Facilitate the development of an effective organization is ranked highest in need for professional development among the 11 categories. In analyzing the data for professional development need according to gender, significant differences are identified in 140 of the 220 competencies. In all cases female respondents show a higher need for professional development as compared to the men. In examining professional development needs by years of experience, significant differences are found across 14 competencies.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study is to identify and examine the perceived professional development needs of human resource (HR) practitioners who are members of the Human Resources Management Association of Edmonton. The purpose of this association is to provide HR practitioners in the metropolitan area of Edmonton a forum for professional growth. The membership consists of a broad cross-section of HR practitioners, representing a wide range of experience and a variety of organizations and occupational functions. Thus, the Association appears to be a representative sample of the larger HR practitioner population in the City of Edmonton.

A survey based on the 220 competencies in the GMCC DACUM occupational profile for HR practitioners was used to collect data in three areas: (a) the perceived levels of professional development need indicated by HR practitioners, (b) the differences in professional development needs according to gender, and (c) the differences in professional development needs according to years of experience in the human resource management (HRM) field. This chapter summarizes the findings, draws conclusions, and discusses recommendations for addressing the professional development needs of HR practitioners. It also suggests areas for further study.

Summary of Findings

The summary of the findings of this study is organized in four sections. The first section summarizes demographic information. The next three sections present a summary of the information collected under the three areas mentioned in the introduction of this chapter.

Demographic Information

Survey demographics reveal that 67 men and 62 women responded to the survey. An additional three individuals answered the survey for a total of 132 respondents. The average respondent is between 35 to 44 years of age and has 11 years of experience in the human resource management field. The women of this study tend to be younger than the men, have an average of 9 years of experience in the HRM field, and have completed lower levels of formal education than the male respondents. They work in the lower echelons of organizations and are concentrated in government, medical, service, financial, and educational services of Edmonton businesses.

The men of this study are older than the female respondents, have an average of 14 years of experience in the HRM field, and have completed higher levels of formal education than the women of this study. They work in the top echelons of organizations and are concentrated in government, consulting, education, manufacturing, and energy sectors of Edmonton businesses.

Levels of Professional Development Need

Overall, the majority of respondents indicate no need (30%) or low need (31%) for professional development, while 26% indicate moderate need and 13% indicate high need across the 220 competencies in the GMCC occupational profile. In comparing the means across the 11 competency categories, category A - Facilitate the development of an effective organization rates the highest in need for professional development, while category H -

Design processes to facilitate positive union relations ranks last. HR practitioners indicate higher levels of need in areas which focus on organizational development, organizational performance, job design and evaluation, career development, employee relations, and the promotion and maintenance of employee well-being. They indicate lower levels of need in areas which deal with human resource information systems, compensation, staff development, staffing, and designing processes to facilitate positive union relations.

Out of a total of 220 competencies, only 16 competencies show means approaching the moderate level of need for professional development. Of the 16 competencies, 14 are found in category A - Facilitate the development of an effective organization and two are from category F - Design, plan, and co-implement a performance management system. In order to influence organizational performance, HR practitioners have a need to develop competence in creating and developing a learning organization, analyzing and assessing the need for change, managing the process of adaptation to change, and implementing cultural norms and values desired by the organization. They also indicate the need to develop the ability to coach and counsel with line management, help them prepare for and react to change, and assist in the identification of the tools and processes which will assist line managers in their daily activities. They see developing competence in linking performance management to all planning stages of the organization, in designing, developing, and using measurement and assessment tools, and tying in a philosophy of continuous improvement in order to influence their organization's position in the marketplace.

A pattern emerges within individual categories whereas the competencies identified highest in need focus most often on strategic aspects of the occupation such as development of policy, creation of a sense of ownership, and linking activities to company and workforce strategic plans. The competencies rated lowest in need within individual categories focus mostly on daily administrative activities such as counseling employees, interpreting corporate policy, and determining staffing requirements and compensation benefits.

Professional Development Needs According to Gender

In analyzing the data for professional development need according to gender, significant differences are identified in 140 of the 220 competencies. In all cases female respondents show a higher need for professional development than male respondents. The mean scores for female respondents range from 1.71 to 2.88 with the average mean score at 2.44 which approaches a moderate level of need according to the survey rating scale. The mean scores for the male respondents range from 1.52 to 2.69 with the average mean score at 2 which corresponds to a low level of need on the survey rating scale.

The 11 competency categories show varying proportions of significant differences once the 140 competencies are grouped under their respective category headings and are ranked according to percentage of significant differences. The smallest proportion of competencies with significant differences is found in two categories. Both category A - Facilitate the development of an effective organization, and category E - Facilitate career development have 25 percent or less of their competencies showing significant differences. As a result, both female and male respondents have similar levels of need in approximately 75 percent of the competencies in these two categories.

Four categories have between 57 to 63 percent of their competencies showing significant differences. They are: (a) category C - Staff the organization; (b) category G - Design processes to facilitate positive employee relations (union and non-union); (c) category F - Design, plan, and co-implement a performance management system; and (d) category B - Educate, train, and develop staff. Approximately 40 percent of the competencies in these categories show similar levels of need between the women and men of this study.

Two categories have 77 percent of their competencies showing significant differences. They are category D - Design and evaluate jobs, and category J - Develop and utilize total compensation. Only 23 percent of the competencies in these two categories show similar levels of need between female and male respondents.

Finally, three categories hold the largest proportion of competencies with significant differences. Category H - Design processes to facilitate positive union relations, category K - Develop and utilize human resource information systems, and category I - Promote and maintain the well-being of employees have between 92 to 100 percent of their competencies showing significant differences. Only two competencies out of a total of 52 competencies found across these three categories show similar levels of need between female and male respondents.

Professional Development Needs According to Years of Experience

Three groups of respondents were analyzed to determine the differences in professional development need based on years of experience. The groups are: (a) entry level practitioners, 0 to 4 years of experience; (b) mid level practitioners, 5 to 11 years of experience; and (c) senior level practitioners, 12 years or more of experience.

A total of 14 competencies from five of the 11 categories show significant differences in professional development need according to years of experience. The five categories are: (a) category C - Staff the organization, (b) category G - Design processes to facilitate positive employee relations (union and non-union), (c) category H - Design processes to facilitate positive union relations, (d) category I - Promote and maintain the well-being of employees, and (e) category J - Develop and utilize total compensation.

Significant differences between the entry level group and the senior level practitioners exist in 13 of the competencies. These competencies focus on developing the ability to establish a current position/person file for staffing purposes, cost out planned compensation benefit programs to ensure financial feasibility, counsel and refer employees, assist managers and employees with complaint resolution, design and develop employee assistance programs, ensure compliance with occupational health and safety regulations, facilitate access and referrals to occupational health and safety, wellness, and employee assistance programs. They also focus on assisting managers with grievance resolution, administering grievance procedures, preparing for grievance and arbitration, and representing management's position in arbitration.

Only one competency shows significant differences between the entry level group and the mid level practitioners. It focuses on ensuring compliance with occupational health and safety regulations.

Significant differences between the mid level practitioners and the senior level group exist in three competencies. These focus on the ability to develop a corporate recruitment strategy, design and develop employee assistance programs, and promote a healthy workplace.

Discussion of the Findings

The findings of the study are discussed under the same topic headings as in the previous section of this chapter.

Levels of Professional Development Need

The majority of HR practitioners in this study indicate no need (30%) or low need (31%) for professional development. Of the remaining respondents, 26% indicate moderate need and 13% indicate high need. Respondents' extensive number of years of experience in the HR field might help explain this result. The areas of greatest need for professional development focus on competencies which emphasize the strategic aspects of the occupation. In category A - Facilitate the development of an effective organization and in category F - Design, plan, and co-implement a performance management system, competencies such as creating and developing a learning organization, analyzing and adapting to the need for change, managing the process of change, and linking performance management systems to all planning stages of the organization are competencies which support strategic management of the organization. As reported in a study by Ulrich et al. (1989), HR practitioners consider the skills in managing change processes as two to three times more important than knowledge of business or delivery of human resource practices.

The pattern for professional development need which emerges within individual categories also emphasizes higher need on strategic aspects of the category rather than on basic routine activities. As indicated by Desatnick (1984), one of the major factors in contributing to the success of the human resource function in organizations is for practitioners to be able to address strategic business needs, since "human resource issues and needs will vary considerably depending on the circumstances of the business, the state of the economy, and the condition of the organization's human assets" (p.42).

Professional Development Needs According to Gender

Significant differences are identified in 140 of the 220 competencies. In all cases the women of the study show a higher need for professional development than the men. Although these findings are at first surprising, the demographic data helps clarify the information. Since the female respondents are generally younger, have less years of HRM experience, work in lower echelons of organizations, and have completed lower levels of formal education than the male respondents, it becomes easier to understand why the women would indicate a higher need for professional development.

The greatest differences between the men and women are found in three categories. The women have higher need for professional development in 96 percent (50/52) of the competencies found in category H - Design processes to facilitate positive union relations, category K - Develop and utilize human resource information systems, and category I - Promote and maintain the well-being of employees. Only two competencies indicate similar levels of need for men and women. They focus on the interpretation and administration of collective agreements, and the design of information systems. Of these three categories, it is interesting to note that two of them focus on HR functional areas which have traditionally been dominated by men: (a) labor relations, and (b) information systems. As to the third category, I - Promote and maintain the well-being of employees, many of the competencies focus on supervisory or upper-management responsibilities.

The least amount of differences between the two groups are found in category A - Facilitate the development of an effective organization and category E - Facilitate career development. Only 23 percent (10/43) of the competencies found in these categories show significant differences. Tragash (1991) considers these two areas of competence critical if human resource practice is to successfully meet current and future organizational challenges.

Professional Development Needs According to Years of Experience

Few differences exist between the need levels of respondents when based on the number of years of experience. Only 14 competencies out of 220 show significant differences between the groups. Most differences exist between the entry level group (0 to 4 years of experience) and the senior level group (12 years or more of experience) with 13 competencies denoting significant differences. Only one competency shows significant differences between the entry level group and the mid level group.

These 14 competencies focus on five areas: (a) staffing, (b) employee relations, (c) union relations, (d) employee well-being, and (e) compensation. These findings are reflected in a study by Bergman and Close (1987) which examined the entry-level requirements for hiring HR practitioners. They found that there were two clusters of skills which were perceived as critical for entry level success. The first cluster focused on general communication skills such as listening and interpersonal communication. The second cluster focused on technically specific skills in the areas of personnel management, selection, compensation, industrial relations, and health and safety which was seen as most critical in manufacturing environments.

A total of three competencies show significant differences between the mid level group and the senior level group. They focus on developing a corporate recruitment strategy, designing and developing employee assistance programs, and promoting a healthy workplace. As indicated by Bailey (1991) HR practitioners with 5 to 10 years of experience are most often involved in activities which focus on personnel management.

Conclusions

The following conclusions are drawn from the findings of the study:

1. HR practitioners indicate higher levels of need in competencies which emphasize the strategic elements of the occupation. Category A -Facilitate the development of an effective organization and category F - Design, plan and co-implement a performance management systems are the two categories ranked highest in need for professional development which reflect this emphasis.
2. The respondents of this study indicate higher levels of need in competencies which focus on managing change processes.
3. The respondents of this study indicate higher levels of need in areas which focus on organizational development, organizational performance, job design and evaluation, career development, employee relations, and the promotion and maintenance of employee well-being.

4. They indicate lower levels of need in areas which deal with human resource information systems, compensation, staff development, staffing, and union relations.
5. The women of this study have higher need for professional development than the male respondents. The higher need focuses in particular on three areas: (a) union relations, (b) HR information systems, and (c) the promotion and maintenance of employee well-being.
6. Few differences exist between the need levels of respondents when based on the number of years of experience. The differences which exist are found mostly between the entry level group and the senior level group. These competencies focus on five areas: (a) staffing, (b) employee relations, (c) union relations, (d) compensation and (e) the promotion and maintenance of employee well-being.

Recommendations

It is crucial that the HRM field address the professional development needs of its practitioners as it redesigns itself from "a specialized, stand-alone function to a broad corporate competency in which HR and line managers build partnerships to gain competitive advantage and achieve overall business goals" (Towers Perrin, 1993, p. 6). The following recommendations based on the findings of this study are offered:

1. The first emphasis for professional development should focus on organizational development and organizational performance management systems. Courses in these areas should have a strong component on understanding the process and management of change in organizations.

2. Courses offered for professional development should emphasize the strategic elements of the occupation. If the occupation is to assist businesses in responding to competitive marketplace challenges, it must learn to become a strategic partner rather than remain a functional specialist.
3. More emphasis should be placed on encouraging and providing professional development opportunities for women. These opportunities could be developmental job activities within organizations as well as courses offered at convenient times for women with family responsibilities.
4. Colleges, universities, and professional organizations should review the findings of this study for the purposes of curriculum planning and course development.
5. Organizations employing HR practitioners should encourage, support, and provide resources for furthering practitioner professional development.
6. Organizations should use the 220 competencies of this study to develop an assessment tool for measuring the professional development needs of their HR practitioners.
7. HR professional organizations in Alberta should develop standards for the profession based on the 220 competencies of this study. These standards would provide the focus for increased quality within the industry.

Suggestions for Further Research

1. It is suggested that this study be replicated on a larger scale using a larger population size reflecting the field of human resource management.

2. It is suggested that further research be undertaken to determine why the female respondents of this study have completed lower levels of formal education than the male respondents.
3. It is suggested that further research continue to explore the wealth of data which has been produced by this study. Further studies could explore the interrelationships which exist between the present results and those obtained by the GMCC research portion which focused on the importance of the 220 competencies. Other studies could focus on a more detailed analysis of the needs of particular groups in this study such as those indicating high need for professional development.

A Closing Thought

The workforce challenges that lie ahead for most organizations require that HR practitioners develop higher levels of competence. They "must prepare and transform themselves into savvy, knowledgeable business people who are competent in their functional roles and also understand the overall framework in which their organization operates and competes (Schrick, 1992, p.120).

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APPENDIX A

HUMAN RESOURCE MANAGEMENT SURVEY

A JOINT VENTURE IN HUMAN RESOURCE MANAGEMENT RESEARCH

April 30th marked the beginning of a comprehensive three-phase study.

RESEARCH OBJECTIVE

To develop a competency-based profile of the multi-dimensional human resource (HR) management profession.

PURPOSE OF THE STUDY

To provide the base of current information necessary to design and implement an extensive array of highly flexible, competency-based, HR management credit courses.

BACKGROUND

In 1989 Grant MacEwan Community College (GMCC) conducted a needs assessment survey throughout the Edmonton HR community. The evidence overwhelmingly indicated a need for greater access to high quality HR training at all levels: entry, continuing, and advanced. In 1990 further research, conducted by GMCC in cooperation with the Personnel Association of Edmonton (PAE) and the Human Resources Institute of Alberta (HRIA), reconfirmed the earlier conclusion.

METHODOLOGY

GMCC is using the DACUM (Developing a Curriculum) workshop process to gather the profile information. DACUM workshops provide the opportunity for experts, who currently practice within a profession, to define the competencies required in that profession. The result of the workshops is a comprehensive profile of the major areas of responsibility in a profession, and the tasks to be performed in each major area. This profile helps determine: 1) which competencies should be taught within an educational program; and 2) how the competencies should be packaged into courses. The DACUM process is an excellent method of ensuring that new programs (and stand alone cpurses) match the needs of the profession and specialties therein that they intend to serve. The workshop is usually one or two days long and is led by a facilitator. However, because of the multi-dimensional nature of the HR management profession, this study was expanded to four workshops over a six day period, under the leadership of an eight person joint research team from GMCC and the University of Alberta (U of A).

SCHEDULE

PHASE 1: DACUM #1 APRIL 30, 1992

The participants were senior members of the HR profession who possess a broad HR perspective. Their task was to develop an overview profile of the bodies of knowledge used in the HR profession.

PHASE 2: DACUM #2A MAY 22 & 23, 1992
DACUM #2B MAY 29 & 30, 1992

The participants represented a cross-section of practioners in HR specialty areas. Their task was to conduct an analysis of the competencies required within the major bodies of knowledge in the HR profession.

Following these DACUMs, the compiled information is validated by circulation to all 380 members of the PAE. The response from the membership will be compiled and analyzed for use in the final DACUM.

PHASE 3: DACUM #3 SEPTEMBER 18, 1992

The participants will finalize the profile developed in the previous two phases. They will also provide input on course configurations and the organization of teams that will focus on: 1) content; 2) methods of delivery; 3) instructor sources; and 4) continuous monitoring and updating of implemented streams of instruction.

NOTE: Generic Management Competencies for the HR professional are being addressed in a separate process.

REPORTING

The study results and implementation will be ready for reporting in October 1992.

RESEARCH TEAM

Hugh Cowley - Project Coordinator (GMCC)
Art Dean - DACUM Master (U of A)
Ann Wilson - Assistant DACUM Master (GMCC)
Joan Patrick - DACUM Analyst (GMCC)
Joanne Christie - DACUM Recorder (GMCC)
Pauline Collette - Data Validation and Compilation (U of A)
Ingrid Stammer - Graphic Design (U of A)
Mark Arnison - Manager, Business Outreach (GMCC)
Sharon Patriquin - Liaison (PAE)
Jim Sanderson - Liaison (PAE)
Eldon Emerson - Liaison (HRIA)
Trevor Axworthy - Liaison (HRIA)

DACUM WORKSHOP PARTICIPANTS

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Workers' Compensation Board

Mark Hatley
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Claire Ingles
Caritas Health Group

Kay Johnston
AGT Limited

Barry Jones
St. Albert Protestant School Board

Jim Loree
Hewlett-Packard (Canada) Limited

Brian McClelland
Sherritt Gordon Limited

Angela Moffatt
Alberta Blue Cross

Terry Moore
Alberta Power Limited

Darleen Odegard
Caritas Health Group

Darwin Park
Davies, Park & Associates

Sharon Patriquin
Campbell Douglas Randall & Associates

Kathleen Preclaw
PCL Constructors Inc.

Brian Reid
The Capital Care Group

Eileen Turner
Alberta Motor Association

Murray Wade
Right Associates

DESIGN OF THE SURVEY

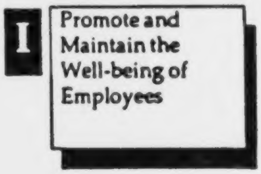
The survey is designed to give you an overall perspective of the profile information collected through the DACUM workshops. It describes the major categories of responsibility in the HR profession and the competencies to be performed in each major category. These were identified with the help of the following statement as a reference point:

> The multi-dimensional human resource professional should be able to. . .

1. CATEGORIES

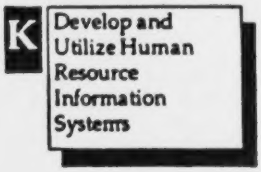
The major category of responsibility is identified by a single letter of the alphabet and can be found in the box highlighted with a black band.

In the following example


I
Promote and Maintain the Well-being of Employees

the category Promote and Maintain the Well-being of Employees is identified by the heading I.

In an another example


K
Develop and Utilize Human Resource Information Systems

the category Develop and Utilize Human Resource Information Systems is identified by the heading K.

There are eleven (11) categories of responsibility.
They are:

A - Facilitate the Development of an Effective Organization
B - Educate, Train & Develop Staff
C - Staff the Organization
D - Design & Evaluate Jobs
E - Facilitate Career Development
F - Design, Plan & Co-implement a Performance Management System
G - Design Processes to Facilitate Positive Employee Relations
H - Design Processes to Facilitate Positive Union Relations
I - Promote & Maintain the Well-being of Employees
J - Develop and Utilize Total Compensation
K - Develop and Utilize Human Resource Information Systems

2. COMPETENCIES

The competencies to be performed in each category are identified by a number and can be found in the boxes that follow the category heading.

In this example

I	Promote and Maintain the Well-being of Employees	1. Design and develop Employee Assistance Programs (EAP).	2. Promote a healthy workplace (ergonomics, workplace environmental issues, air quality, lighting).	3. Promote a balanced lifestyle.

1, 2, and 3 identify individual competencies which are associated with category I - Promote and Maintain the Well-being of Employees.

In the following example

K	Develop and Utilize Human Resource Information Systems	1. Plan for HR information needs.	2. Predict information needs of organization.	3. Project information needs of organization.

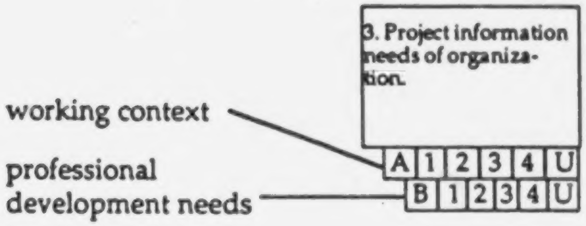
1, 2, and 3 identify competencies which are associated with category K - Develop and Utilize Human Resource Information Systems.

The number of competencies varies in each category. The shortest category includes 8 competencies, while the longest includes 34.

3. RATING-SCALES

Two areas in the survey will give you the opportunity to react to our findings as they relate first to your working context and secondly to your professional development needs.

In this example


3. Project information needs of organization.
working context
professional development needs
A 1 2 3 4 U
B 1 2 3 4 U

the top numbered line, or the A line, will be gathering your responses in regards to your working context, while the bottom numbered line, or the B line, will be seeking information in regards to your professional development needs.

4. PROFESSIONAL DEVELOPMENT ASSESSMENT INVENTORY (OPTIONAL FEATURE)

As an added optional feature, you can use this survey to help you prioritize your professional development needs. If you are interested, fill out the Professional Development Assessment Inventory which has been included in the package of materials. This Inventory has been supplied for your own personal use and should not be returned with the completed survey.

INSTRUCTION SHEET

Please respond to the next two statements for each competency.

STATEMENT A

Using the key that follows please cross (X) the number that best describes how important this competency is to successfully carry out your responsibilities as a human resource professional.

1 = Not Important
2 = Somewhat Important
3 = Considerably Important
4 = Extremely Important

U = If you are unable to judge the competency please cross off the box identified as U.

STATEMENT B

Using the key that follows please cross (X) the number that best describes your level of professional development need in this competency.

1 = No Need
2 = Low Need
3 = Moderate Need
4 = High Need

U = if you are unable to judge the competency please cross off the box identified as U.

In the following example

3. Project information needs of organization.

A	1	2	3	X	U
B	X	2	3	4	U

priority 4 on line A and priority 1 on line B have been identified for this competency.

A - Best describes how important each competency is to successfully carry out your responsibilities.
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

A Facilitate the Development of an Effective Organization

Please do not write in this column

_ _ _ - 1
ID Rec

1. Assist in effective organizational policy development.
A 1 2 3 4 U
B 1 2 3 4 U

2. Help organization to define its cultural norms, values, beliefs, and mission.
A 1 2 3 4 U
B 1 2 3 4 U

3. Recognize formal and informal cultural norms, values, and beliefs that exist in the organization.
A 1 2 3 4 U
B 1 2 3 4 U

5 - 10

4. Facilitate the implementation of cultural norms, values, and beliefs desired by the organization.
A 1 2 3 4 U
B 1 2 3 4 U

5. Consult with 'line' to establish baseline of organizational effectiveness.
A 1 2 3 4 U
B 1 2 3 4 U

6. Contribute to the establishment of organizational objectives.
A 1 2 3 4 U
B 1 2 3 4 U

11 - 16

7. Influence organizational performance to improve position in tomorrow's market place.
A 1 2 3 4 U
B 1 2 3 4 U

8. Measure the gap between client determined service and service actually given.
A 1 2 3 4 U
B 1 2 3 4 U

9. Provide linkages between and among organizational units.
A 1 2 3 4 U
B 1 2 3 4 U

17 - 22

10. Coach and counsel with line management.
A 1 2 3 4 U
B 1 2 3 4 U

11. Assist in the identification of the tools and processes that are appropriate for line managers.
A 1 2 3 4 U
B 1 2 3 4 U

12. Assist line managers in developing the skills to use HR tools and processes.
A 1 2 3 4 U
B 1 2 3 4 U

23 - 28

13. Determine HR needs for all levels of employees and provide appropriate service.
A 1 2 3 4 U
B 1 2 3 4 U

14. Define role and philosophy of intervention.
A 1 2 3 4 U
B 1 2 3 4 U

15. Gather data important to an organizational intervention.
A 1 2 3 4 U
B 1 2 3 4 U

29 - 34

16. Assess when and if intervention is required and at what level of the organization.
A 1 2 3 4 U
B 1 2 3 4 U

17. Determine intervention action that needs to be put forward (how, when).
A 1 2 3 4 U
B 1 2 3 4 U

18. Make recommendations for approval and endorsement of interventions.
A 1 2 3 4 U
B 1 2 3 4 U

35 - 40

A - Best describes how important each competency is to successfully carry out your responsibilities.
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

				Please do not write in this column
A Facilitate the Development of an Effective Organization	19. Be aware and help the organization adapt to external (societal) influences and changing value systems. A 1 2 3 4 U B 1 2 3 4 U	20. Adapt to and manage the out-sourcing of a variety of functions. A 1 2 3 4 U B 1 2 3 4 U	21. Provide senior executives with organizational solutions, not problems. A 1 2 3 4 U B 1 2 3 4 U	41 - 46
	22. Administer employee recognition programs. A 1 2 3 4 U B 1 2 3 4 U	23. Support the creation and development of a learning organization. A 1 2 3 4 U B 1 2 3 4 U	24. Analyze and assess the need for organizational change. A 1 2 3 4 U B 1 2 3 4 U	47 - 52
	25. Influence and effect organizational change. A 1 2 3 4 U B 1 2 3 4 U	26. Establish and develop support systems to help 'line' prepare for and react to change. A 1 2 3 4 U B 1 2 3 4 U	27. Manage process of adapting to change. A 1 2 3 4 U B 1 2 3 4 U	53 - 58
	28. Help organization to adjust resources to ensure it is meeting organizational change. A 1 2 3 4 U B 1 2 3 4 U	29. Ensure organizational changes are " in sync" with organizational objectives. A 1 2 3 4 U B 1 2 3 4 U	30. Design, develop, select, and use assessment tools (employment surveys, performance measurement). A 1 2 3 4 U B 1 2 3 4 U	59 - 64
	31. Design, develop, select, and use measurement tools (employment surveys, performance measurement). A 1 2 3 4 U B 1 2 3 4 U			65 - 66
B Educate, Train, and Develop Staff	1. Determine current and future job needs. A 1 2 3 4 U B 1 2 3 4 U	2. Define needs (measure/define current state, describe desired state, measure gap). A 1 2 3 4 U B 1 2 3 4 U	3. Analyze the gap and determine recommendations. A 1 2 3 4 U B 1 2 3 4 U	_ _ _ - 2 ID Rec 5 - 10

A - Best describes how important each competency is to successfully carry out your responsibilities.
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

B Educate, Train, and Develop Staff

4. Recommend (present, sell, influence) training interventions. A 1 2 3 4 U B 1 2 3 4 U	5. Develop training plans (annual recertification, etc). A 1 2 3 4 U B 1 2 3 4 U	6. Prepare long term plans (3 - 5 yr. development plan). A 1 2 3 4 U B 1 2 3 4 U	Please do not write in this column 11 - 16
7. Research and match training and development needs of organization with available resources. A 1 2 3 4 U B 1 2 3 4 U	8. Determine method and mode of delivery. A 1 2 3 4 U B 1 2 3 4 U	9. Consult, collaborate and negotiate with suppliers of training products and services. A 1 2 3 4 U B 1 2 3 4 U	17 - 22
10. Develop training contracts with suppliers. A 1 2 3 4 U B 1 2 3 4 U	11. Design, develop, modify training courses (curriculum). A 1 2 3 4 U B 1 2 3 4 U	12. Coordinate implementation of training. A 1 2 3 4 U B 1 2 3 4 U	23 - 28
13. Develop/train the trainer. A 1 2 3 4 U B 1 2 3 4 U	14. Conduct workshops, seminars, small learning groups. A 1 2 3 4 U B 1 2 3 4 U	15. Encourage employees to take ownership of learning environment. A 1 2 3 4 U B 1 2 3 4 U	29 - 34
16. Create/develop a "learning organization" for the individual employee. A 1 2 3 4 U B 1 2 3 4 U	17. Shape the employee's attitudes toward lifelong learning (educational assistance). A 1 2 3 4 U B 1 2 3 4 U	18. Create a culture and attitude towards lifelong learning (educational assistance). A 1 2 3 4 U B 1 2 3 4 U	35 - 40
19. Demonstrate the value of participation in training (for individuals and organization). A 1 2 3 4 U B 1 2 3 4 U	20. Provide processes and systems to line managers to assess value gain of training (indicators of value). A 1 2 3 4 U B 1 2 3 4 U	21. Facilitate a positive training environment (training facility, ergonomic issues). A 1 2 3 4 U B 1 2 3 4 U	41 - 46

A - Best describes how important each competency is to successfully carry out your responsibilities.
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B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

B Educate, Train, and Develop Staff	22. Facilitate the evolution of a learning center. A 1 2 3 4 U B 1 2 3 4 U	23. Measure retention over time. A 1 2 3 4 U B 1 2 3 4 U	24. Administer educational assistance programs. A 1 2 3 4 U B 1 2 3 4 U	Please do not write in this column 47 - 52
C Staff the Organization	1. Develop policy for recruitment and selection that reflects corporate philosophy. A 1 2 3 4 U B 1 2 3 4 U	2. Develop a corporate recruitment strategy (how, levels, etc.). A 1 2 3 4 U B 1 2 3 4 U	3. Monitor environment to anticipate the effect of external changes on organization (demographics, legislative changes). A 1 2 3 4 U B 1 2 3 4 U	53 - 58
	4. Consult with the 'line' to assess the need for positions (rationalize and assess). A 1 2 3 4 U B 1 2 3 4 U	5. Establish a current position/person profile. A 1 2 3 4 U B 1 2 3 4 U	6. Establish a recruitment plan for a position. A 1 2 3 4 U B 1 2 3 4 U	59 - 64
	7. Utilize the recruitment options for a position. A 1 2 3 4 U B 1 2 3 4 U	8. Train the 'line' to perform selection process. A 1 2 3 4 U B 1 2 3 4 U	9. Use a range of techniques in defining positions. A 1 2 3 4 U B 1 2 3 4 U	65 - 70
	10. Use a range of techniques in building candidate pools. A 1 2 3 4 U B 1 2 3 4 U	11. Use a range of techniques in building candidate assessment options. A 1 2 3 4 U B 1 2 3 4 U	12. Use a range of techniques for administering the job offer process. A 1 2 3 4 U B 1 2 3 4 U	71 - 76
	13. Ensure/provide new employees receive appropriate orientation to the organization (environment, benefits, etc.). A 1 2 3 4 U B 1 2 3 4 U	14. Evaluate techniques used in defining positions, building candidate pools and candidate assessment options. A 1 2 3 4 U B 1 2 3 4 U	15. Develop interview processes/strategies to match the situation. A 1 2 3 4 U B 1 2 3 4 U	_ _ _ - 3 ID Rec 5 - 10

A - Best describes how important each competency is to successfully carry out your responsibilities.
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B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

				Please do not write in this column
C Staff the Organization	16. Apply different interviewing techniques to accommodate different processes (hiring, disciplinary, etc.). A 1 2 3 4 U B 1 2 3 4 U	17. Manage out-sourcing contracts (recruitment and individual employment contracts). A 1 2 3 4 U B 1 2 3 4 U	18. Manage redeployment process (internally and externally). A 1 2 3 4 U B 1 2 3 4 U	11 - 16
	19. Manage out-placement as it relates to downsizing. A 1 2 3 4 U B 1 2 3 4 U	20. Design employment equity programs. A 1 2 3 4 U B 1 2 3 4 U	21. Influence educational systems to recognize the need to provide suitable candidates for positions. A 1 2 3 4 U B 1 2 3 4 U	17 - 22
D Design and Evaluate Jobs	1. Ensure job evaluation process matches the organizational philosophy. A 1 2 3 4 U B 1 2 3 4 U	2. Link organizational participation to job design process (including union participation). A 1 2 3 4 U B 1 2 3 4 U	3. Link job design to organizational effectiveness. A 1 2 3 4 U B 1 2 3 4 U	23 - 28
	4. Determine methods/options for job evaluation. A 1 2 3 4 U B 1 2 3 4 U	5. Develop measurement criteria. A 1 2 3 4 U B 1 2 3 4 U	6. Conduct job analysis for design and job evaluation. A 1 2 3 4 U B 1 2 3 4 U	29 - 34
	7. Design gender neutral systems (classification). A 1 2 3 4 U B 1 2 3 4 U	8. Determine bench mark positions and link to market value. A 1 2 3 4 U B 1 2 3 4 U	9. Ensure job design complements the job evaluation system. A 1 2 3 4 U B 1 2 3 4 U	35 - 40
	10. Ensure/develop validation processes that keep job design on track and current. A 1 2 3 4 U B 1 2 3 4 U	11. Ensure pay equity in job evaluation process. A 1 2 3 4 U B 1 2 3 4 U	12. Ensure job design includes employment equity principles. A 1 2 3 4 U B 1 2 3 4 U	41 - 46

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1 = No Need 2 = Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

D Design and Evaluate Jobs	13. Facilitate the analysis of work flow patterns. A 1 2 3 4 U B 1 2 3 4 U			Please do not write in this column 47 - 48
E Facilitate Career Development	1. Assist the organization in defining career development issues. A 1 2 3 4 U B 1 2 3 4 U	2. Assist in designing career development programs that are in line with corporate philosophy & which meet organizational needs. A 1 2 3 4 U B 1 2 3 4 U	3. Help employees understand the direction the organization is "going in". A 1 2 3 4 U B 1 2 3 4 U	49 - 54
	4. Identify opportunities for employees to grow from a career development perspective. A 1 2 3 4 U B 1 2 3 4 U	5. Ensure employee understands own responsibility in career planning process. A 1 2 3 4 U B 1 2 3 4 U	6. Assist the employee to understand issues that affect career development. A 1 2 3 4 U B 1 2 3 4 U	55 - 60
	7. Integrate managers into career development process. A 1 2 3 4 U B 1 2 3 4 U	8. Provide career counselling. A 1 2 3 4 U B 1 2 3 4 U	9. Understand and use assessment tools. A 1 2 3 4 U B 1 2 3 4 U	61 - 66
	10. Design a workforce plan that fits the organization's needs. A 1 2 3 4 U B 1 2 3 4 U	11. Understand and administer succession processes. A 1 2 3 4 U B 1 2 3 4 U	12. Manage a skills inventory for succession planning. A 1 2 3 4 U B 1 2 3 4 U	67 - 72
F Design, Plan, and Co-implement a Performance Management System	1. Define the performance management system. A 1 2 3 4 U B 1 2 3 4 U	2. Determine what is to be accomplished with the performance management system. A 1 2 3 4 U B 1 2 3 4 U	3. Define the stakeholders in the performance management system. A 1 2 3 4 U B 1 2 3 4 U	_ _ _ - 4 ID Rec 5 - 10

A - Best describes how important each competency is to successfully carry out your responsibilities.
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

F Design, Plan, and Co-implement a Performance Management System

			Please do not write in this column
4. Develop a framework for performance management. A 1 2 3 4 U B 1 2 3 4 U	5. Distinguish between individual performance management process and the framework which it fits. A 1 2 3 4 U B 1 2 3 4 U	6. Align performance management process with the organizational philosophy. A 1 2 3 4 U B 1 2 3 4 U	11 - 16
7. Adapt the performance management system to your organization. A 1 2 3 4 U B 1 2 3 4 U	8. Identify key performance indicators for the organization. A 1 2 3 4 U B 1 2 3 4 U	9. Identify key performance indicators for individuals. A 1 2 3 4 U B 1 2 3 4 U	17 - 22
10. Identify standards for individual performance indicators. A 1 2 3 4 U B 1 2 3 4 U	11. Identify key performance indicators for teams. A 1 2 3 4 U B 1 2 3 4 U	12. Identify standards for team performance indicators. A 1 2 3 4 U B 1 2 3 4 U	23 - 28
13. Design employee team-driven performance management systems. A 1 2 3 4 U B 1 2 3 4 U	14. Design a self-assessment component. A 1 2 3 4 U B 1 2 3 4 U	15. Tie in philosophy of continuous improvement to value. A 1 2 3 4 U B 1 2 3 4 U	29 - 34
16. Create a sense of ownership of the performance management system. A 1 2 3 4 U B 1 2 3 4 U	17. Handle implementation issues. A 1 2 3 4 U B 1 2 3 4 U	18. Encourage employees to look at whole organization. A 1 2 3 4 U B 1 2 3 4 U	35 - 40
19. Create sense of ownership to the mission. A 1 2 3 4 U B 1 2 3 4 U	20. Link organizational objectives to key performance indicators. A 1 2 3 4 U B 1 2 3 4 U	21. Link performance management to all planning (strategic, individual, career, training). A 1 2 3 4 U B 1 2 3 4 U	41 - 46

A - Best describes how important each competency is to successfully carry out your responsibilities.
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B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

F Design, Plan, and Co-implement a Performance Management System

Please do not write in this column

22. Link performance management to individual's career development.
A 1 2 3 4 U
B 1 2 3 4 U

23. Link performance management to compensation system.
A 1 2 3 4 U
B 1 2 3 4 U

24. Link performance management system to needs of customer (internal and external).
A 1 2 3 4 U
B 1 2 3 4 U

47 - 52

25. Link performance management system to organizational financial situation.
A 1 2 3 4 U
B 1 2 3 4 U

26. Establish systematic planning process for performance management, evaluation, and reinforcement.
A 1 2 3 4 U
B 1 2 3 4 U

27. Train managers to do performance management (i.e. performance appraisal).
A 1 2 3 4 U
B 1 2 3 4 U

53 - 58

28. Evaluate employees' performances based on the performance management system and performance indicators.
A 1 2 3 4 U
B 1 2 3 4 U

29. Determine the customer's evaluation of service (performance).
A 1 2 3 4 U
B 1 2 3 4 U

30. Support line managers in providing on-going feedback to employees.
A 1 2 3 4 U
B 1 2 3 4 U

59 - 64

31. Manage the corrective process within the performance management system.
A 1 2 3 4 U
B 1 2 3 4 U

32. Link individual's performance to organization's performance.
A 1 2 3 4 U
B 1 2 3 4 U

33. Continually monitor the performance management system to add value to all positions.
A 1 2 3 4 U
B 1 2 3 4 U

65 - 70

34. Link training and development with performance and compensation (buy-in for managers).
A 1 2 3 4 U
B 1 2 3 4 U

71 - 72

G Design Processes to Facilitate Positive Employee Relations (Union & Non Union)

1. Ensure employee relations is a high priority in the organization.
A 1 2 3 4 U
B 1 2 3 4 U

2. Influence and reflect senior management philosphy, mission, within the organizational culture.
A 1 2 3 4 U
B 1 2 3 4 U

3. Reflect the code of ethics of the organization.
A 1 2 3 4 U
B 1 2 3 4 U

_ _ _ - 5
ID Rec

5 - 10

A - Best describes how important each competency is to successfully carry out your responsibilities.
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

G Design Processes to Facilitate Positive Employee Relations (Union & Non Union)

Please do not write in this column

4. Interpret and administer corporate policy.
A 1 2 3 4 U
B 1 2 3 4 U

5. Interpret and administer corporate practice (guidelines).
A 1 2 3 4 U
B 1 2 3 4 U

6. Anticipate, interpret, and implement legislation (labor laws, human rights, etc).
A 1 2 3 4 U
B 1 2 3 4 U

11 - 16

7. Develop employee relations policy that meets today's/tomorrow's needs.
A 1 2 3 4 U
B 1 2 3 4 U

8. Foster a positive employee relations philosophy/environment.
A 1 2 3 4 U
B 1 2 3 4 U

9. Help assimilate employee relations into organization.
A 1 2 3 4 U
B 1 2 3 4 U

17 - 22

10. Act as a change agent (eg. employee relations advisor).
A 1 2 3 4 U
B 1 2 3 4 U

11. Maintain balance and consistency between/among work units.
A 1 2 3 4 U
B 1 2 3 4 U

12. Explore options, consequences, and advice to assist managers in making the best decision for the individual and the organization
A 1 2 3 4 U
B 1 2 3 4 U

23 - 28

13. Counsel, intervene, and refer employees at various levels.
A 1 2 3 4 U
B 1 2 3 4 U

14. Use mediation to resolve conflicts.
A 1 2 3 4 U
B 1 2 3 4 U

15. Facilitate conflict resolution.
A 1 2 3 4 U
B 1 2 3 4 U

29 - 34

16. Assist managers and employees with complaint resolution.
A 1 2 3 4 U
B 1 2 3 4 U

17. Assist employees to manage transitions that have significant impact on individuals.
A 1 2 3 4 U
B 1 2 3 4 U

18. Facilitate access to occupational health and safety, wellness, and Employee Assistance Programs (E.A.P.).
A 1 2 3 4 U
B 1 2 3 4 U

35 - 40

19. Facilitate referrals to occupational health and safety, wellness, and E.A.P.
A 1 2 3 4 U
B 1 2 3 4 U

20. Train field people in employee relations.
A 1 2 3 4 U
B 1 2 3 4 U

41 - 44

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B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

H Design Processes to Facilitate Positive Union Relations	1. Foster a harmonious relationship with unions. A 1 2 3 4 U B 1 2 3 4 U	2. Use a proactive, collaborative approach to problem solving with unions. A 1 2 3 4 U B 1 2 3 4 U	3. Prepare, strategize, and participate in collective bargaining process. A 1 2 3 4 U B 1 2 3 4 U	Please do not write in this column 45 - 50
	4. Link negotiations to company strategic plans and workforce plans. A 1 2 3 4 U B 1 2 3 4 U	5. Interpret and administer collective agreements. A 1 2 3 4 U B 1 2 3 4 U	6. Assist managers with grievance resolution. A 1 2 3 4 U B 1 2 3 4 U	51 - 56
	7. Administer grievance procedures. A 1 2 3 4 U B 1 2 3 4 U	8. Conduct research on grievance issues. A 1 2 3 4 U B 1 2 3 4 U	9. Prepare for grievance and arbitration. A 1 2 3 4 U B 1 2 3 4 U	57 - 62
	10. Represent management at arbitration hearings. A 1 2 3 4 U B 1 2 3 4 U	11. Present management's position in arbitration. A 1 2 3 4 U B 1 2 3 4 U	12. Bring unions into out-sourcing (contracting out decisions). A 1 2 3 4 U B 1 2 3 4 U	63 - 68
I Promote and Maintain the Well-being of Employees	1. Design and develop E.A.P. programs. A 1 2 3 4 U B 1 2 3 4 U	2. Promote a healthy workplace (ergonomics, workplace environmental issues, air quality, lighting). A 1 2 3 4 U B 1 2 3 4 U	3. Promote a balanced lifestyle. A 1 2 3 4 U B 1 2 3 4 U	69 - 74
	4. Promote wellness objectives & provide necessary training in stress, recreation, balancing work & family, pre-retirement A 1 2 3 4 U B 1 2 3 4 U	5. Promote congruence between job design, employee well-being and organizational needs (job rotation). A 1 2 3 4 U B 1 2 3 4 U	6. Promote quality of work life. A 1 2 3 4 U B 1 2 3 4 U	_ _ _ -6 ID Rec 5 - 10

A - Best describes how important each competency is to successfully carry out your responsibilities.
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

Please do not write in this column

I Promote and Maintain the Well-being of Employees

7. Promote the well-being of employees through effective benefit design.
A 1 2 3 4 U
B 1 2 3 4 U

8. Ensure compliance with occupational health and safety regulations.
A 1 2 3 4 U
B 1 2 3 4 U

11 - 16

J Develop and Utilize Total Compensation

1. To provide assistance in identifying parameters of total compensation package to meet organizational needs.
A 1 2 3 4 U
B 1 2 3 4 U

2. Design compensation strategy to meet organization's philosophy.
A 1 2 3 4 U
B 1 2 3 4 U

3. Design/ develop compensation strategy to meet organization's needs.
A 1 2 3 4 U
B 1 2 3 4 U

17 - 22

4. Identify alternative elements of compensation (direct pay, variable pay).
A 1 2 3 4 U
B 1 2 3 4 U

5. Develop/determine compensation mix (basic pay, variable pay).
A 1 2 3 4 U
B 1 2 3 4 U

6. Develop/determine benefits package.
A 1 2 3 4 U
B 1 2 3 4 U

23 - 28

7. Tie compensation to job evaluation and performance management system.
A 1 2 3 4 U
B 1 2 3 4 U

8. Test external equity by conducting salary and benefit surveys.
A 1 2 3 4 U
B 1 2 3 4 U

9. Cost out planned compensation and benefit programs to ensure financial feasibility.
A 1 2 3 4 U
B 1 2 3 4 U

29 - 34

10. Provide training support for managers implementing compensation program.
A 1 2 3 4 U
B 1 2 3 4 U

11. Communicate with employees about compensation and benefit programs through a variety of channels.
A 1 2 3 4 U
B 1 2 3 4 U

12. Conduct/monitor on-going evaluation to ensure continued effectiveness.
A 1 2 3 4 U
B 1 2 3 4 U

35 - 40

13. Ensure compensation is within organizational policy, collective agreements, and legislation.
A 1 2 3 4 U
B 1 2 3 4 U

41 - 42

A - Best describes how important each competency is to successfully carry out your responsibilities.
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

K Develop and Utilize Human Resource Information Systems

1. Plan for HR information needs. A 1 2 3 4 U B 1 2 3 4 U	2. Predict information needs of organization. A 1 2 3 4 U B 1 2 3 4 U	3. Project information needs of organization. A 1 2 3 4 U B 1 2 3 4 U	Please do not write in this column 43 - 48
4. Incorporate HR components into the strategic plan of the organization. A 1 2 3 4 U B 1 2 3 4 U	5. Identify types and sources of information needed. A 1 2 3 4 U B 1 2 3 4 U	6. Identify support systems for the HR information system. A 1 2 3 4 U B 1 2 3 4 U	49 - 54
7. Identify users of information systems and their needs. A 1 2 3 4 U B 1 2 3 4 U	8. Identify levels of information systems. A 1 2 3 4 U B 1 2 3 4 U	9. Identify information system objectives. A 1 2 3 4 U B 1 2 3 4 U	55 - 60
10. Design information systems. A 1 2 3 4 U B 1 2 3 4 U	11. Ensure appropriate confidentiality of information systems. A 1 2 3 4 U B 1 2 3 4 U	12. Integrate a strong customer component into HR information systems. A 1 2 3 4 U B 1 2 3 4 U	61 - 66
13. Identify capabilities and limitations of existing system. A 1 2 3 4 U B 1 2 3 4 U	14. Ensure cost benefit of system. A 1 2 3 4 U B 1 2 3 4 U	15. Maintain security of information systems. A 1 2 3 4 U B 1 2 3 4 U	67 - 72
16. Conduct gap analysis process regarding information needs. A 1 2 3 4 U B 1 2 3 4 U	17. Determine sophistication of user needs. A 1 2 3 4 U B 1 2 3 4 U	18. Determine the cause/effect relationships within the system when changing a component of the system. A 1 2 3 4 U B 1 2 3 4 U	_ _ _ -7 ID Rec 5 -10

A - Best describes how important each competency is to successfully carry out your responsibilities.
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

				Please do not write in this column
K Develop and Utilize Human Resource Information Systems	19. Ensure compatible computer language between disciplines/departments. A 1 2 3 4 U B 1 2 3 4 U	20. Integrate information systems. A 1 2 3 4 U B 1 2 3 4 U	21. Identify interfaces and interface information system with other systems. A 1 2 3 4 U B 1 2 3 4 U	11 - 16
	22. Link the information system with the decision making process. A 1 2 3 4 U B 1 2 3 4 U	23. Maintain succinctness in formatting data. A 1 2 3 4 U B 1 2 3 4 U	24. Train/inform users to ensure full utilization of HR information system. A 1 2 3 4 U B 1 2 3 4 U	17 - 22
	25. Tie the HR information system in with the payroll function. A 1 2 3 4 U B 1 2 3 4 U	26. Gather employment and other relevant work statistics on individuals in the organization. A 1 2 3 4 U B 1 2 3 4 U	27. Store employment and other relevant work statistics on individuals in the organization. A 1 2 3 4 U B 1 2 3 4 U	23 - 28
	28. Process information systems in a manner that provides useful data. A 1 2 3 4 U B 1 2 3 4 U	29. Maximize/apply new technologies. A 1 2 3 4 U B 1 2 3 4 U	30. Establish review systems. A 1 2 3 4 U B 1 2 3 4 U	29 - 34
	31. Keep system current and relevant. A 1 2 3 4 U B 1 2 3 4 U	32. Conduct on-going review of system (post-implementation review). A 1 2 3 4 U B 1 2 3 4 U		35 - 40

RESPONDENT INFORMATION

Please do not write in this column

Your written responses to the questions in the following section will help provide demographic information which will provide the opportunity for group statistical analysis with respect to HR professionals.

Your present position title: . 41

Number of years in your present position: 42 -43

Number of years experience in the human resource field: 44 - 45

Educational background (please indicate each category that applies):

High school	_______	46
College certificate or diploma	_______	47
Industry certificate or diploma	_______	48
Some college or university	_______	49
Undergraduate degree	_______	50
Graduate degree	_______	51

Type of organization you work in:

Profit	_______
Non-profit	_______
Government	_______
Other (Please specify):	_______

______________________________ 52

Please do not write in this column

Major business of the organization:

Government ______
Financial ______
Legal ______
Technical ______
Medical/Health Care ______
Education ______
Communication ______
Other (please specify) ____________ 53 - 54

____

Number of employees in your firm/organization:

Less than 50 ______
50 - 499 ______
500 - 999 ______
1000+ ______ 55

Age:

under 25 ______
25 - 34 ______
35 - 44 ______
45 - 54 ______
55 - 64 ______
65 & over ______ 56

Gender:

Male ______
Female ______ 57

Thank you for taking the time to complete the survey. Please feel free to make any comments or suggestions on this page.

APPENDIX B

LETTER OF INTRODUCTION

AND

FOLLOW-UP LETTER TO SURVEY

Grant MacEwan
Community College

Mailing Address
P.O. Box 1796,
Edmonton, Alberta
Canada T5J 2P2

18 June 1992

Dear Member:

The Personnel Association of Edmonton and Grant MacEwan Community College have joined forces to research the educational needs of the Human Resource community. We have compiled valuable information but we now need your help. Would you please review and react to our findings? In case you are not already familiar with the study, an overall outline along with the names of the workshop participants is enclosed.

Your participation is extremely important. We will be using your opinions, and those of your colleagues, to refine our results. Please take the time to complete the enclosed document and return it to us in the large envelope provided.

Enclosed you will also find a Participation Form. Its sole purpose is to help reduce the number of follow-up contacts that may be necessary due to mail delays or vacation interruption. Please complete it and mail it in the small envelope after you have finished the survey.

Thank you for supporting this project. It will have direct benefits for the Human Resource community. We will be reporting the study results and implementation plan to all PAE members in October 1992.

Please feel free to contact Pauline Collette who is in charge of data validation and compiling at 463-3572 or myself at 441-4786.

Hugh Cowley

Dr. Hugh Cowley, CHRP
Human Resource Management Project Coordinator

P.S. Generic Management Competencies for the HR professional are being addressed in a separate process.

Seventh Street Plaza North
10030 - 107 Street
T5J 3E4
(403) 441-4600

Jasper Place Campus
10045 - 156 Street
T5P 2P7
(403) 483-4411

Cromdale Campus
8020 - 118 Avenue
T5B 0R8
(403) 477-0200

Mill Woods Campus
7319 - 29 Avenue
T6K 2P1
(403) 462-5501

Grant MacEwan
Community College

Mailing Address
P.O. Box 1796,
Edmonton, Alberta
Canada T5J 2P2

28 June 1992

Dear Member:

Have you received your copy of the PAE and GMCC joint human resource management research project information request? It was mailed to you on June 18th. If not please contact Pauline Collette at 463-3572 or myself at 441-4786 to arrange for a replacement.

Your response is very important to course development and future course offerings at the College as we combine your individual perspective with your colleagues from other organizations. Your voluntary response will not be identified in any way in compiling the information. Anonymity and confidentiality is ensured so that your name and organization cannot be identified with your response.

When the packet is in your possession, please give the request your attention. It is very important that the results of this study reflect everyone's input. Would you also please note that the DACUM Workshop Participants list on pages 3 and 4 should have included Dennis Larratt, Director of Human Resources for GMCC.

If your response has passed this letter in the mail, we thank you for your participation.

Sincerely,

Hugh Cowley

Hugh Cowley
Projector Coordinator

Seventh Street Plaza North
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T5J 3E4
(403) 441-4600

Jasper Place Campus
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T5P 2P7
(403) 483-4411

Cromdale Campus
8020 - 118 Avenue
T5B 0R8
(403) 477-0200

Mill Woods Campus
7319 - 29 Avenue
T6K 2P1
(403) 462-5601

APPENDIX C

PARTICIPATION FORM TO SURVEY

PARTICIPATION FORM

RETURNING THIS FORM WILL TELL US THAT:

1. YOU RECEIVED THE ENCLOSED STUDY.
2. YOU HAVE COMPLETED AND RETURNED THE DOCUMENT.
3. NO FOLLOW-UP CALL TO IDENTIFY MAIL DELAY OR VACATION INTERRUPTION WILL BE NECESSARY IN YOUR CASE.

PLEASE PRINT YOUR NAME:______________________________

(FIRST) (LAST)

PLEASE MAIL IN THE SMALL ENVELOPE

APPENDIX D

LISTING OF HUMAN RESOURCE MANAGEMENT COMPETENCIES

Human Resource Management Competencies

Category A. Facilitate the development of an effective organization

A1. Assist in effective organizational policy development.

A2. Help organization to define its cultural norms, values, beliefs, and mission.

A3. Recognize formal and informal cultural norms, values, and beliefs that exist in the organization.

A4. Facilitate the implementation of cultural norms, values, and beliefs desired by the organization.

A5. Consult with 'line' to establish baseline of organizational effectiveness.

A6. Contribute to the establishment of organizational objectives.

A7. Influence organizational performance to improve position in tomorrow's marketplace.

A8. Measure the gap between client determined service and service actually given.

A9. Provide linkages between and among organizational units.

A10. Coach and counsel with line management.

A11. Assist in the identification of the tools and processes that are appropriate for line managers.

A12. Assist line managers in developing the skills to use HR tools and processes.

A13. Determine HR needs for all levels of employees and provide appropriate service.

A14. Define role and philosophy of intervention.

A15. Gather data important to an organizational intervention.

A16. Assess when and if intervention is required and at what level of the organization.

A17. Determine intervention action that needs to be put forward (how, when).

A18. Make recommendations for approval and endorsement of interventions.

A19. Be aware and help the organization adapt to external (societal) influences and changing value systems.

A20. Adapt to and manage the out-sourcing of a variety of functions.

A21. Provide senior executives with organizational solutions, not problems.

A22. Administer employee recognition programs.

A23. Support the creation and development of a learning organization.

A24. Analyze and assess the need for organizational change.

A25. Influence and effect organizational change.

A26. Establish and develop support systems to help 'line' prepare for and react to change.

A27. Manage process of adapting to change.

A28. Help organization adjust resources to ensure it is meeting organizational change.
A29. Ensure organizational changes are "in sync." with organizational objectives.
A30. Design, develop, select, and use assessment tools.
A31. Design, develop, select, and use measurement tools.

Category B. Educate, train, and develop staff.

B1. Determine current and future job needs.
B2. Define needs.
B3. Analyze the gap and determine recommendations.
B4. Recommend training interventions.
B5. Develop training plans.
B6. Prepare long term plans (3 - 5 year development plan).
B7. Research and match training and development needs of organization with available resources.
B8. Determine method and mode of delivery.
B9. Consult, collaborate and negotiate with suppliers of training products and services.
B10. Develop training contracts with suppliers.
B11. Design, develop, modify training courses.
B12. Coordinate implementation of training.
B13. Develop/train the trainer.
B14. Conduct workshops, seminars, small learning groups.
B15. Encourage employees to take ownership of learning environment.
B16. Create/develop a learning organization for individual employee.
B17. Shape employees' attitudes toward lifelong learning.
B18. Create a culture and attitude toward lifelong learning.
B19. Demonstrate the value of participating in training (for individuals and organization).
B20. Provide processes and systems to line managers to assess value gain of training (indicators of value).
B21. Facilitate a positive training environment (training facility, ergonomic issues).
B22. Facilitate the evolution of a learning center.
B23. Measure retention over time.
B24. Administer educational assistance programs.

Category C. Staff the organization.

C1. Develop policy for recruitment and selection that reflects corporate philosophy.

C2. Develop a corporate recruitment strategy (how, levels, etc.)

C3. Monitor environment to anticipate the effect of external changes on the organization (demographics, legislative changes).

C4. Consult with the 'line' to assess the need for positions.

C5. Establish a current position/person profile.

C6. Establish a recruitment plan for a position.

C7. Utilize the recruitment options for a position.

C8. Train the 'line' to perform selection process.

C9. Use a range of techniques in defining positions.

C10. Use a range of techniques in building candidate pools.

C11. Use a range of techniques in building candidate assessment options.

C12. Use a range of techniques for administering the job offer process.

C13. Ensure/provide new employees receive appropriate orientation to the organization (environment, benefits, etc.).

C14. Evaluate techniques used in defining positions, building candidate pools, and candidate assessment options.

C15. Develop interview processes/strategies to match the situation.

C16. Apply different interviewing techniques to accommodate different processes (hiring, disciplinary, etc.).

C17. Manage out-sourcing contracts (recruitment and individual employment contracts).

C18. Manage redeployment process (internally and externally).

C19. Manage outplacement as it relates to downsizing.

C20. Design employment equity programs.

C21. Influence educational systems to recognize the need to provide suitable candidates for positions.

Category D. Design and evaluate jobs.

D1. Ensure job evaluation process matches organizational philosophy.

D2. Link organizational participation to job design process.

D3. Link job design to organizational effectiveness.

D4. Determine methods/options for job evaluation.
D5. Develop measurement criteria.
D6. Conduct job analysis for design and job evaluation.
D7. Design gender neutral systems (classification).
D8. Determine benchmark positions and link to market value.
D9. Ensure job design complements the job evaluation system.
D10. Ensure/develop validation processes that keep job design on track.
D11. Ensure pay equity in job evaluation.
D12. Ensure job design includes employment equity principles.
D13. Facilitate the analysis of work flow patterns.

Category E. Facilitate career development.

E1. Assist the organization in defining career development issues.
E2. Assist in designing career development programs that are in line with corporate philosophy and which meet organizational needs.
E3. Help employees understand the direction the organization is "going in".
E4. Identify opportunities for employees to grow from a career development perspective.
E5. Ensure employee understands own responsibility in career planning process.
E6. Assist the employee to understand issues that affect career development.
E7. Integrate managers into career development process.
E8. Provide career counseling.
E9. Understand and use assessment tools.
E10. Design a workforce plan that fits the organization's needs.
E11. Understand and administer succession processes.
E12. Manage a skills inventory for succession planning.

Category F. Design, plan, and co-implement a performance management system.

F1. Define the performance management system.
F2. Determine what is to be accomplished with the performance management system.
F3. Define the stakeholders in the performance management system.
F4. Develop a framework for performance management.

F5. Distinguish between individual performance management process and the framework which it fits.

F6. Align performance management process with the organizational philosophy.

F7. Adapt the performance management system to your organization.

F8. Identify key performance indicators for the organization.

F9. Identify key performance indicators for individuals.

F10. Identify standards for individual performance indicators.

F11. Identify key performance indicators for teams.

F12. Identify standards for team performance indicators.

F13. Design employee team-driven performance management systems.

F14. Design a self-assessment component.

F15. Tie in philosophy of continuous improvement to value.

F16. Create a sense of ownership of the performance management system.

F17. Handle implementation issues.

F18. Encourage employees to look at whole organization.

F19. Create sense of ownership to the mission.

F20. Link organizational objectives to key performance indicators.

F21. Link performance management to all planning (strategic, individual, career, training).

F22. Link performance management to individual's career development.

F23. Link performance management to compensation system.

F24. Link performance management system to needs of customer (internal and external).

F25. Link performance management to organizational financial situation.

F26. Establish systematic planning process for performance management, evaluation, and reinforcement.

F27. Train managers to do performance management (i.e. performance appraisal).

F28. Evaluate employees' performances based on the performance management system and performance indicators.

F29. Determine the customer's evaluation of service (performance).

F30. Support line managers in providing on-going feedback to employees.

F31. Manage the corrective process within the performance management system.

F32. Link individual's performance to organization's performance.

F33. Continually monitor the performance management system to add value to all positions.

F34. Link training and development with performance and compensation (buy-in for managers).

Category G. Design processes to facilitate positive employee relations (union and non-union).

G1. Ensure employee relations is a high priority in the organization.
G2. Influence and reflect senior management philosophy and mission within the organizational culture.
G3. Reflect the code of ethics of the organization.
G4. Interpret and administer corporate policy.
G5. Interpret and administer corporate practice (guidelines).
G6. Anticipate, interpret, and implement legislation (labor laws, human rights, etc.).
G7. Develop employee relations policy that meet today's/tomorrow's needs.
G8. Foster a positive employee relations philosophy/environment.
G9. Help assimilate employee relations into organization.
G10. Act as a change agent (e.g. employee relations advisor).
G11. Maintain balance and consistency between/among work units.
G12. Explore options, consequences, and advice to assist managers in making the best decision the individual and the organization.
G13. Counsel, intervene, and refer employees at various levels.
G14. Use mediation to resolve conflicts.
G15. Facilitate conflict resolution.
G16. Assist managers and employees with complaint resolution.
G17. Assist employees to manage transitions that have significant impact on individuals.
G18. Facilitate access to occupational health and safety, wellness, and employee assistance programs.
G19. Facilitate referrals to occupational health and safety, wellness, and employee assistance programs.
G20. Train field people in employee relations.

Category H. Design processes to facilitate positive union relations.

H1. Foster a harmonious relationship with unions.
H2. Use a proactive collaborative approach to problem solving with unions.
H3. Prepare, strategize, and participate in collective bargaining process.
H4. Link negotiations to company strategic plans and workforce plans.

H5. Interpret and administer collective agreements.
H6. Assist managers with grievance resolutions.
H7. Administer grievance procedures.
H8. Conduct research on grievance issues.
H9. Prepare for grievance and arbitration.
H10. Represent management at arbitration hearings.

Category I. Promote and maintain the well-being of employees.

I1. Design and develop employee assistance programs.
I2. Promote a healthy workplace (ergonomics, workplace environmental issues, air quality, lighting).
I3. Promote a balanced lifestyle.
I4. Promote wellness objectives and provide necessary training in stress, recreation, balancing work and family, pre-retirement.
I5. Promote congruence between job design, employee well-being, and organizational needs (job rotation).
I6. Promote quality of work life.
I7. Promote the well-being of employees through effective benefit design.
I8. Ensure compliance with occupational health and safety regulations.

Category J. Develop and utilize total compensation.

J1. Provide assistance in identifying parameters of total compensation package to meet organizational needs.
J2. Design compensation strategy to meet organization's philosophy.
J3. Design/develop compensation strategy to meet organization's needs.
J4. Identify alternative elements of compensation (direct pay, benefits).
J5. Develop/determine compensation mix (basic pay, variable pay).
J6. Develop/determine benefits package.
J7. Tie compensation to job evaluation and performance management system.
J8. Test external equity by conducting salary and benefit surveys.
J9. Cost out planned compensation benefit programs to ensure financial feasibility.

J10. Provide training support for managers implementing compensation program.

J11. Communicate with employees about compensation and benefit programs through a variety of channels.

J12. Conduct/monitor on-going evaluation to ensure continued effectiveness.

J13. Ensure compensation is within organizational policy, collective agreement, and legislation.

Category K. Develop and utilize human resource information systems.

K1. Plan for HR information needs.

K2. Predict information needs of the organization.

K3. Project information needs of the organization.

K4. Incorporate HR components into the strategic plan of the organization.

K5. Identify types and sources of information needed.

K6. Identify support systems for the HR information system.

K7. Identify users of information systems and their needs.

K8. Identify levels of information systems.

K9. Identify information system objectives.

K10. Design information systems.

K11. Ensure appropriate confidentiality of information systems.

K12. Integrate a strong customer component into HR information system.

K13. Identify capabilities and limitations of existing system.

K14. Ensure cost benefits of system.

K15. Maintain security of information systems.

K16. Conduct gap analysis process regarding information needs.

K17. Determine sophistication of user needs.

K18. Determine the cause/effect relationships within the system when changing a component of the system.

K19. Ensure compatible computer language between disciplines/departments.

K20. Integrate information systems.

K21. Identify interfaces and interface information system with other systems.

K22. Link the information system with the decision making process.

K23. Maintain succinctness in formatting data.

K24. Train/inform users to ensure full utilization of HR information systems.

K25. Tie the HR information system with the payroll function.

K26. Gather employment and other relevant work statistics on individuals in the organization.

K27. Store employment and other relevant work statistics on individuals in the organization.

K28. Process information systems to provide useful data.

K29. Maximize/apply new technologies.

K30. Establish review system.

K31. Keep system current and relevant.

K32. Conduct on-going review of system (post-implementation review).